# Main Criteria: Structure and Style for Students Secondary Criteria: Illinois Learning Standards Subject: Language Arts

Grade: 5

# Structure and Style for Students

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

## Illinois Learning Standards Language Arts Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading  |
|---|--------------|--|
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Craft and Structure  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Integration of Knowledge and Ideas   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Range of Reading and Level of Text Complexity  |

| CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently.  |
|---------------|---|
|               | College and Career Readiness Anchor Standards for Writing   |
|               | Text Types and Purposes   |
| CCRA.W.<br>2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
|               | College and Career Readiness Anchor Standards for Writing   |
|               | Production and Distribution of Writing  |
| CCRA.W.<br>4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
|               | College and Career Readiness Anchor Standards for Writing   |
|               | Research to Build and Present Knowledge   |
| CCRA.W.<br>8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                 |
|               | College and Career Readiness Anchor Standards for Writing   |
|               | Range of Writing  |
| CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|               | College and Career Readiness Anchor Standards for Speaking and Listening  |
|               | Comprehension and Collaboration   |
|               | 10<br>CCRA.W.<br>2<br>CCRA.W.<br>4<br>CCRA.W.<br>8<br>CCRA.W.<br>8  |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  |
|---|---------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Speaking and Listening  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Presentation of Knowledge and Ideas   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>L.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>L.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6  | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Reading Standards for Informational Text  |

| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Key Ideas and Details   |
|---|----------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.2   | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8   | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.10  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards: Foundational Skills  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Fluency   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.  |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Text Types and Purposes  |
|---|---------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| STANDARD                                | W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STANDARD                                | W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   |
| STANDARD                                | W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Production and Distribution of Writing   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)     |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Research to Build and Present Knowledge  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.           |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Research to Build and Present Knowledge  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| STANDARD                                | W.5.9.b | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to  |

support particular points in a text, identifying which reasons and evidence support which point[s]").

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                  | Writing Standards   |
|--|------------------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE  |                  | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | W.5.10           | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                  | Speaking and Listening Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE  |                  | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | SL.5.1           | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  |
| STANDARD   | SL.5.1.a         | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  |
| STANDARD   | SL.5.1.b         | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| STANDARD   | SL.5.1.c         | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   |
|  |                  |   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                  | Speaking and Listening Standards  |
| DISCIPLINARY   |                  | Speaking and Listening Standards<br>Comprehension and Collaboration   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /   | SL.5.2           |   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT  | SL.5.2           | Comprehension and Collaboration<br>Summarize a written text read aloud or information presented in diverse media and formats, including visually,   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY   | SL.5.2           | Comprehension and Collaboration<br>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /  | SL.5.2<br>SL.5.4 | Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening Standards   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT |                  | Comprehension and Collaboration         Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.         Speaking and Listening Standards         Presentation of Knowledge and Ideas         Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, |

| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Vocabulary Acquisition and Use  |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 2: WRITING FROM NOTES Week 2 Page 19-30  |
|   |              | Illinois Learning Standards   |
|   |              | Language Arts<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013  |
|   |              |   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |

| LEARNING<br>STANDARD /<br>DISCIPLINE   |                              | Integration of Knowledge and Ideas  |
|--|------------------------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.R.<br>7                 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE   |                              | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.R.<br>10                | Read and comprehend complex literary and informational texts independently and proficiently.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                              | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE  |                              | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.W.<br>2                 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
|  |                              |   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                              | College and Career Readiness Anchor Standards for Writing   |
| DISCIPLINARY   |                              | College and Career Readiness Anchor Standards for Writing<br>Production and Distribution of Writing   |
| LEARNING<br>ST AND ARD /   | CCRA.W.<br>4                 |   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   | 4                            | Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT  | 4<br>CCRA.W.<br>5            | Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   | 4<br>CCRA.W.<br>5<br>CCRA.W. | Production and Distribution of Writing         Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.         Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY | 4<br>CCRA.W.<br>5<br>CCRA.W. | Production and Distribution of Writing         Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.         Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

DISCIPLINE

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Comprehension and Collaboration  |
|---|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.               |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Speaking and Listening   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Presentation of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT                 | CCRA.S<br>L.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |

| DESCRIPTOR / | CCRA.S | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when |
|--------------|--------|---|
| CONTENT      | L.6    | indicated or appropriate.   |
| DISCIPLINE   |        |   |

| STATE GOAL /<br>DISCIPLINARY | College and Career Readiness Anchor Standards for Language |
|------------------------------|--|
| CONCEPT                      |  |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |              | Conventions of Standard English  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.             |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| STATE GOAL / | College and Career Readiness Anchor Standards for Language |
|--------------|--|
| DISCIPLINARY |  |
| CONCEPT      |  |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |              | Knowledge of Language   |
|---------------------------------------|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

| STATE GOAL / | College and Career Readiness Anchor Standards for Language |
|--------------|--|
| DISCIPLINARY | ······································                     |
| CONCEPT      |  |

Vocabulary Acquisition and Use

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.2       | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4       | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8       | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.10      | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards: Foundational Skills  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Fluency   |

| DESCRIPT OR /<br>CONTENT<br>DISCIPLINE  | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.   |
|---|----------|---|
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.  |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.2    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| STANDARD                                | W.5.2.a  | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  |
| STANDARD                                | W.5.2.b  | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD                                | W.5.2.d  | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4    | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6    | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                | W.5.9.b  | Apply grade 5 reading standards to informational texts (e.g., ''Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]'').   |

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                  | Writing Standards   |
|--|------------------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE  |                  | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | W.5.10           | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                  | Speaking and Listening Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE  |                  | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | SL.5.1           | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  |
| STANDARD   | SL.5.1.a         | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  |
| STANDARD   | SL.5.1.b         | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| STANDARD   | SL.5.1.c         | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   |
|  |                  |   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                  | Speaking and Listening Standards  |
| DISCIPLINARY   |                  | Speaking and Listening Standards<br>Comprehension and Collaboration   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /   | SL.5.2           |   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   | SL.5.2           | Comprehension and Collaboration<br>Summarize a written text read aloud or information presented in diverse media and formats, including visually,   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>ST ATE GOAL /<br>DISCIPLINARY   | SL.5.2           | Comprehension and Collaboration<br>Summarize a written text read aloud or information presented in diverse media and formats, including visually,<br>quantitatively, and orally.  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /  | SL.5.2<br>SL.5.4 | Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening Standards   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT |                  | Comprehension and Collaboration         Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.         Speaking and Listening Standards         Presentation of Knowledge and Ideas         Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
|---|---------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                                | L.5.2.e | Spell grade-appropriate words correctly, consulting references as needed.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| STANDARD                                | L.5.3.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies.   |
| STANDARD                                | L.5.4.a | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

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

#### Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013

#### STATE GOAL / College and Career Readiness Anchor Standards for Reading DISCIPLINARY CONCEPT

| LEARNING<br>ST ANDARD /<br>DISCIPLINE |              | Key Ideas and Details   |
|---------------------------------------|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas. |
| DESCRIPTOR /                          | CCRA.R.      | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.                             |

CONTENT 3 DISCIPLINE

# STATE GOAL / College and Career Readiness Anchor Standards for Reading DISCIPLINARY

CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Craft and Structure  |
|---|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Integration of Knowledge and Ideas   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Reading and Level of Text Complexity  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Text Types and Purposes  |
|---|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Production and Distribution of Writing   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Writing  |
| CONCENT   |               |  |
| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Range of Writing   |
| LEARNING<br>ST AND ARD /  | CCRA.W.<br>10 | Range of Writing<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a<br>single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   |               | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a   |
| LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY   |               | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /  |               | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br>College and Career Readiness Anchor Standards for Speaking and Listening  |
| LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINE<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT  | 10<br>CCRA.S  | <ul> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> <li>College and Career Readiness Anchor Standards for Speaking and Listening</li> <li>Comprehension and Collaboration</li> <li>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building</li> </ul>   |
| LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY | 10<br>CCRA.S  | <ul> <li>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> <li>College and Career Readiness Anchor Standards for Speaking and Listening</li> <li>Comprehension and Collaboration</li> <li>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul> |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.S<br>L.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
|--|---------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE  |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.L.<br>1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.L.<br>2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE   |               | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.L.<br>3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
|  |               |   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |               | College and Career Readiness Anchor Standards for Language  |
| DISCIPLINARY   |               | College and Career Readiness Anchor Standards for Language<br>Vocabulary Acquisition and Use  |
| LEARNING<br>ST AND ARD /   | CCRA.L.<br>4  |   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   | 4             | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  |
| DISCIPLINARY<br>CONCEPT  | 4<br>CCRA.L.  | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY                                      | 4<br>CCRA.L.  | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD / | 4<br>CCRA.L.  | Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Reading Standards for Informational Text |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Craft and Structure   |
|---|----------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8   | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.10  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards: Foundational Skills  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Fluency   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.  |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.2    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |

| STANDARD                                | W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  |
|---|---------|---|
| STANDARD                                | W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD                                | W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                | W.5.9.b | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Comprehension and Collaboration   |
|   |         |   |

| DESCRIPTION         SL5.1         Engage effectively in a range of collaborative discussions (one-on-one in groups, and teacher-led)           STANDARD         SL5.1.         Come to discussions groups, and teacher-led)           STANDARD         SL5.1.         Follow agreed-upon nubs for discussions and carry out assigned nucles.           STANDARD         SL5.1.         Pole and respond to specific questions by making comments that contribute to the discussion and elaborate on the marks of others.           STATE FOAL/<br>CONCEPT         Speaking and Listening Standards         Summarize a withen text read aload or information presented in diverse media and homats, including visually, questionely, and only.           DESCRIPTOR/<br>CONCEPT         SL5.2         Speaking and Listening Standards           DESCRIPTOR/<br>DISCRULL         SL5.2         Summarize a withen text read aload or information presented in diverse media and homats, including visually, questionely, and only.           DESCRIPTOR/<br>DISCRULL         SL5.3         Adapt speech to a variety of contexts and network           DESCRIPTOR/<br>DISCRULL         SL5.4         Report on a topic of text of present an option, sequencing dises biglocally and using appropriste task and situation.<   |              |          |   |
|--|--------------|----------|---|
| STANDARD         S1.5.1b         Follow agreed-upon rules for discussions and carry out assigned roles.           STANDARD         S1.5.1b         Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the responder to specific questions by making comments that contribute to the discussion and elaborate on the responder to the discussion and the discussion.           DESCRPTOR / SIGNEL // SIGNEL /  | CONTENT      | SL.5.1   | with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own         |
| STANDARD       SL5.1c       Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.         STATE GOAL/<br>DISCIPLINARY       Seeking and Listening Standards         CONCEPT<br>DISCIPLINARY       Comprehension and Collaboration         DISCIPLINARY       Summarize a written text read aloud or information presented in diverse media and formas, including visually, quantatively, and only.         DISCIPLINARY       Speaking and Listening Standards         STATE GOAL/<br>DISCIPLINARY       Speaking and Listening Standards         STATE GOAL/<br>DISCIPLINARY       Speaking and Listening Standards         Status Concept<br>DISCIPLINARY       Speaking and Listening Standards         Status Concept<br>DISCIPLINARY       Report on a topic or text or present an opicion, sequencing ideas logically and using appropriate facts and relevant.<br>descriptive details to support main ideas or themes, speak clearly at an understandable pace.         DISCIPLINAR<br>DISCIPLINARY       SL5.6       Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.         STATE GOAL/<br>DISCIPLINAR       Conventions of Standard English       Description of the conventions of standard English grammar and usage when writing or<br>packing.         STATE GOAL/<br>DISCIPLINAR       L5.1       Recognize and correct inappropriate shifts in verb tense.         STATE GOAL/<br>DISCIPLINAR       L5.1       Recognize and correct inappropriate shifts in verb tense. <td>STANDARD</td> <td>SL.5.1.a</td> <td></td>   | STANDARD     | SL.5.1.a |   |
| STATE COAL /<br>DISCIPLINARY       Speaking and Listening Standards         LARNING<br>DISCIPLINARY       Comprehension and Collaboration         LEARNING<br>DISCIPLINARY       S.S.2         BESCRIPTOR /<br>DISCIPLINARY       S.S.2         Speaking and Listening Standards       Quantitatively, and oraly.         DISCIPLINARY       Seaking and Listening Standards         STATE COAL /<br>DISCIPLINARY       Seaking and Listening Standards         STATE COAL /<br>DISCIPLINARY       Speaking and Listening Standards         DISCIPLINARY       Speating Context or present an opinion, sequencing ideas togically and using appropriate tacts and relevant         DISCIPLINARY       Speating Context or present and pinion, sequencing ideas togically and understandable pace.         DISCIPLINARY       Speating Context or present and pinion, sequencing ideas togically and understandable pace.         STATE COAL /<br>DISCIPLINARY       Language Standards         STATE COAL /<br>DISCIPLINARY       Conventions of Standard  | STANDARD     | SL.5.1.b | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| DISCIPLINARY<br>CONCEPT         Comprehension and Collaboration           LEARNING<br>STANDARD /<br>DISCIPLINE         Comprehension and Collaboration           DESCRIPTOR /<br>DISCIPLINE         SL2         Summarize a writen text read aloud or information presented in diverse media and formats, including visually,<br>content<br>DISCIPLINE           STATE GOAL /<br>DISCIPLINARY<br>DISCIPLINARY         Speaking and Listening Standards           DESCRIPTOR /<br>DISCIPLINARY<br>DISCIPLINARY         Speaking and Listening Standards           DESCRIPTOR /<br>DISCIPLINARY         SL5.4         Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant.<br>CONTENT           DESCRIPTOR /<br>DISCIPLINE         SL5.4         Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant.<br>CONTENT           DESCRIPTOR /<br>DISCIPLINE         SL5.6         Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and sibuation.           CONTENT<br>DISCIPLINE         Language Standards           CONTENT<br>DISCIPLINE         Language Standard English           DESCRIPTOR /<br>DISCIPLINE         L5.1         Demonstrate command of the conventions of standard English grammar and usage when writing or<br>DISCIPLINE           STATE GOAL /<br>DISCIPLINE         L5.1         Require and correct inappropriate shifts in verb tense.           STATE GOAL /<br>DISCIPLINE         L5.1         Language Standards<br>CONCEPT  | STANDARD     | SL.5.1.c |   |
| STANDARD /       Image: Content of the standard stand | DISCIPLINARY |          | Speaking and Listening Standards  |
| CONTENT<br>DISCIPLINE       quantitatively, and orally.         STATE GOAL/<br>DISCIPLINE       Speaking and Listening Standards         STATE GOAL/<br>DISCIPLINE       Presentation of Knowledge and Ideas         LEARNING<br>STANDARD /<br>DISCIPLINE       Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,<br>descriptive details to support main ideas or themes; speak clearly at an understandable pace.         DESCRIPTOR /<br>DISCIPLINE       SL.5.6         Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.         CONTENT<br>DISCIPLINE       SL.5.6         CONTENT DISCIPLINE       Conventions of Standard English         STATE GOAL/<br>DISCIPLINE       Conventions of Standard English         STATE GOAL/<br>DISCIPLINE       L.5.1.0         Recognize and correct inappropriate shifts in verb tense.         STATE GOAL/<br>DISCIPLINAR       L.5.1.0         Recognize and correct inappropriate shifts in verb tense.         STATE GOAL/<br>DISCIPLINAR       L.5.1.0         Recognize and correct inappropriate shifts in verb tense.         STATE GOAL/<br>DISCIPLINARY       Conventions of Standard English   | STANDARD /   |          | Comprehension and Collaboration   |
| DISCIPLINARY       Presentation of Knowledge and Ideas         EARNING<br>STANDARD /       Presentation of Knowledge and Ideas         DESCRIPTOR /       SL.5.4       Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,<br>descriptive details to support main ideas or themes; speak clearly at an understandable pace.         DESCRIPTOR /<br>DISCIPLINE       SL.5.6       Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.         CONTENT<br>DISCIPLINE       SL.5.6       Conventions of Standard S         CONTENT<br>DISCIPLINE       Conventions of Standard English         STATE GOAL /<br>DISCIPLINE       Demonstrate command of the conventions of standard English grammar and usage when writing or<br>peaking.         STANDARD       L5.1.4       Recognize and correct inappropriate shifts in verb tense.         STATE GOAL /<br>DISCIPLINARY       L5.1.4       Recognize and correct inappropriate shifts in verb tense.         STANDARD       L5.1.4       Recognize and correct inappropriate shifts in verb tense.         STATE GOAL /<br>DISCIPLINARY       L5.1.4       Recognize and correct inappropriate shifts in verb tense.   | CONTENT      | SL.5.2   |   |
| STANDARD / DISCIPLINE       SL.5.4       Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.         DISCIPLINE       SL.5.6       Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.         CONTENT       DISCIPLINE       SL.5.6       Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.         STATE GOAL / DISCIPLINE       Language Standards       Conventions of Standard English         DISCIPLINE       Conventions of Standard English       Descriptor / LS.1.1         DESCRIPTOR / CONTENT       L.5.1       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         STANDARD       L.5.1.4       Recognize and correct inappropriate shifts in verb tense.         STATE GOAL / DISCIPLINARY       Language Standards   | DISCIPLINARY |          | Speaking and Listening Standards  |
| CONTENT<br>DISCIPLINE       descriptive details to support main ideas or themes; speak clearly at an understandable pace.         DESCRIPTOR /<br>CONTENT<br>DISCIPLINE       SL5.6       Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.         STATE GOAL /<br>DISCIPLINE       Language Standards         CONCEPT       Conventions of Standard English         DESCRIPTOR /<br>DISCIPLINE       L.5.1         Demonstrate command of the conventions of standard English grammar and usage when writing or<br>speaking.         STANDARD       L.5.1.4         Recognize and correct inappropriate shifts in verb tense.         STATE GOAL /<br>DISCIPLINE       Language Standards         Conventions of Standard English         STANDARD       L.5.1.4         Recognize and correct inappropriate shifts in verb tense.         STANDARD       L.5.1.4         Recognize and correct inappropriate shifts in verb tense.         STANDARD /<br>DISCIPLINARY       Conventions of Standard English   | STANDARD /   |          | Presentation of Knowledge and Ideas   |
| CONTENT<br>DISCIPLINE       Language Standards         STATE GOAL /<br>DISCIPLINARY<br>CONCEPT       Language Standards         LEARNING<br>STANDARD /<br>DISCIPLINE       Conventions of Standard English         DESCRIPTOR /<br>DISCIPLINE       L.5.1         Demonstrate command of the conventions of standard English grammar and usage when writing or<br>speaking.         STANDARD       L.5.1         Recognize and correct inappropriate shifts in verb tense.         STATE GOAL /<br>DISCIPLINARY<br>CONCEPT       Language Standards         LEARNING<br>STANDARD /<br>STANDARD /       Conventions of Standard English   | CONTENT      | SL.5.4   |   |
| DISCIPLINARY<br>CONCEPT       Conventions of Standard English         LEARNING<br>STANDARD /<br>DISCIPLINE       Conventions of Standard English         DESCRIPT OR /<br>DISCIPLINE       L.5.1       Demonstrate command of the conventions of standard English grammar and usage when writing or<br>speaking.         STANDARD       L.5.1.d       Recognize and correct inappropriate shifts in verb tense.         STATE GOAL /<br>DISCIPLINARY<br>CONCEPT       Language Standards         LEARNING<br>STANDARD /       Conventions of Standard English  | CONTENT      | SL.5.6   | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |
| STANDARD /<br>DISCIPLINE       L.5.1       Demonstrate command of the conventions of standard English grammar and usage when writing or<br>speaking.         CONTENT<br>DISCIPLINE       L.5.1       Demonstrate command of the conventions of standard English grammar and usage when writing or<br>speaking.         STANDARD       L.5.1.d       Recognize and correct inappropriate shifts in verb tense.         STATE GOAL /<br>DISCIPLINARY<br>CONCEPT       Language Standards         LEARNING<br>STANDARD /       Conventions of Standard English  | DISCIPLINARY |          | Language Standards  |
| CONTENT<br>DISCIPLINE       speaking.         STANDARD       L.5.1.d       Recognize and correct inappropriate shifts in verb tense.         STATE GOAL /<br>DISCIPLINARY<br>CONCEPT       Language Standards         LEARNING<br>STANDARD /       Conventions of Standard English   | STANDARD /   |          | Conventions of Standard English   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT     Language Standards       LEARNING<br>ST ANDARD /     Conventions of Standard English   | CONTENT      | L.5.1    |   |
| DISCIPLINARY<br>CONCEPT  | STANDARD     | L.5.1.d  | Recognize and correct inappropriate shifts in verb tense.   |
| STANDARD /   | DISCIPLINARY |          | Language Standards  |
|  | STANDARD /   |          | Conventions of Standard English   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2        | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
|---|--------------|---|
| STANDARD                                | L.5.2.e      | Spell grade-appropriate words correctly, consulting references as needed.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3        | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| STANDARD                                | L.5.3.a      | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies.   |
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44   |
|   |              | Illinois Learning Standards<br>Language Arts  |
|   |              | Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  |
|---|---------------|--|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Craft and Structure  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>6  | Assess how point of view or purpose shapes the content and style of a text.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Integration of Knowledge and Ideas   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Reading and Level of Text Complexity  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Text Types and Purposes  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |

|               | Production and Distribution of Writing  |
|---------------|---|
| CCRA.W.<br>4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
|               | College and Career Readiness Anchor Standards for Writing   |
|               | Research to Build and Present Knowledge   |
| CCRA.W.<br>9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
|               | College and Career Readiness Anchor Standards for Writing   |
|               | Range of Writing  |
| CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|               | College and Career Readiness Anchor Standards for Speaking and Listening  |
|               | Comprehension and Collaboration   |
| CCRA.S<br>L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.        |
|               | College and Career Readiness Anchor Standards for Speaking and Listening  |
|               | Presentation of Knowledge and Ideas   |
|               | 4<br>CCRA.W.<br>6<br>CCRA.W.<br>9<br>CCRA.W.<br>10<br>CCRA.S  |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>L.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>L.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6  | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Reading Standards for Literature  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Key Ideas and Details   |
|   |               |   |

| DESCRIPTOR / | RL.5.2 | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama |
|--------------|--------|---|
| CONTENT      |        | respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.                       |
| DISCIPLINE   |        |   |

STATE GOAL / Reading S DISCIPLINARY CONCEPT

Reading Standards for Literature

| LEARNING<br>STANDARD /<br>DISCIPLINE  |        | Craft and Structure  |
|---------------------------------------|--------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.5.5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.5.6 | Describe how a narrator's or speaker's point of view influences how events are described.  |

#### STATE GOAL / Reading Standards for Literature DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Range of Reading and Level of Text Complexity   |
|---------------------------------------|---------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RL.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |

Reading Standards: Foundational Skills

| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Fluency  |
|---|----------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.  |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.   |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Text Types and Purposes  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.3    | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  |
| STANDARD                                | W.5.3.a  | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |

| STANDARD                                | W.5.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
|---|---------|---|
| STANDARD                                | W.5.3.e | Provide a conclusion that follows from the narrated experiences or events.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                | W.5.9.a | Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Comprehension and Collaboration   |
| DESCRIPT OR /<br>CONTENT<br>DISCIPLINE  | SL.5.1  | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  |

| STANDARD                                | SL.5.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.                          |
|---|----------|---|
| STANDARD                                | SL.5.1.b | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| STANDARD                                | SL.5.1.c | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2   | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Presentation of Knowledge and Ideas   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.4   | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.6   | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                | L.5.1.d  | Recognize and correct inappropriate shifts in verb tense.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                                | L.5.2.e  | Spell grade-appropriate words correctly, consulting references as needed.   |

| CONCEPT                                 |              |   |
|---|--------------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3        | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| STANDARD                                | L.5.3.a      | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| STANDARD                                | L.5.3.b      | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52   |
|   |              | Illinois Learning Standards   |
|   |              | Language Arts   |
|   |              | Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |

### College and Career Readiness Anchor Standards for Reading

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Craft and Structure  |
|---|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>6  | Assess how point of view or purpose shapes the content and style of a text.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Integration of Knowledge and Ideas   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Reading and Level of Text Complexity  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Text Types and Purposes  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Production and Distribution of Writing   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Speaking and Listening  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.        |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY            |               | College and Career Readiness Anchor Standards for Language  |

CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Knowledge of Language   |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Literature  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.2       | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Literature  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.5       | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.6       | Describe how a narrator's or speaker's point of view influences how events are described.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Literature  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Range of Reading and Level of Text Complexity   |

DESCRIPTOR /RL.5.10By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the<br/>grades 4-5 text complexity band independently and proficiently.DISCIPLINE

| STATE GOAL / | Reading Standards: Foundational Skills |
|--------------|--|
| DISCIPLINARY |  |
| CONCEPT      |  |
|              |  |

DISCIPLINE

| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Fluency  |
|---|----------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.  |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.   |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Text Types and Purposes  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.3    | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  |
| STANDARD                                | W.5.3.a  | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.   |
| STANDARD                                | W.5.3.d  | Use concrete words and phrases and sensory details to convey experiences and events precisely.   |
| STANDARD                                | W.5.3.e  | Provide a conclusion that follows from the narrated experiences or events.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Production and Distribution of Writing   |
| DESCRIPTOR /<br>CONTENT                 | W.5.4    | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
|---------------------------------------|-------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.5.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |                      | Research to Build and Present Knowledge   |
|---|----------------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9                | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD  | W.5.9.a              | Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                      | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |                      | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10               | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                      | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE  |                      | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT   | SL.5.1               | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)   |
| DISCIPLINE  |                      | with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  |
|   | SL.5.1.a             |   |
| DISCIPLINE  | SL.5.1.a<br>SL.5.1.b | clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and  |
| <b>DISCIPLINE</b><br>STANDARD   |                      | clearly.<br>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  |
| <b>DISCIPLINE</b><br>STANDARD<br>STANDARD   | SL.5.1.b<br>SL.5.1.c | clearly.         Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.         Follow agreed-upon rules for discussions and carry out assigned roles.         Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the   |
| DISCIPLINE<br>STANDARD<br>STANDARD<br>STANDARD<br>STATE GOAL /<br>DISCIPLINARY                        | SL.5.1.b<br>SL.5.1.c | clearly.       Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.         Follow agreed-upon rules for discussions and carry out assigned roles.         Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  |
| DISCIPLINE<br>STANDARD<br>STANDARD<br>STANDARD<br>STANDARD<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | SL.5.1.b<br>SL.5.1.c | clearly.       Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.         Follow agreed-upon rules for discussions and carry out assigned roles.         Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.         Speaking and Listening Standards |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
|---|---------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                                | L.5.2.e | Spell grade-appropriate words correctly, consulting references as needed.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| STANDARD                                | L.5.3.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| STANDARD                                | L.5.3.b | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies.                           |
| STANDARD                                | L.5.4.a | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STANDARD                                | L.5.4.c | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Vocabulary Acquisition and Use  |

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

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

## Illinois Learning Standards Language Arts Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading  |
|---|--------------|--|
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Craft and Structure  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>6 | Assess how point of view or purpose shapes the content and style of a text.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Integration of Knowledge and Ideas   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading  |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Reading and Level of Text Complexity   |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Comprehension and Collaboration  |
|---------------------------------------|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

# STATE GOAL / College and Career Readiness Anchor Standards for Language DISCIPLINARY

| LEARNING<br>STANDARD /<br>DISCIPLINE  |              | Conventions of Standard English  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.L.<br>2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Language  |
|---|--------------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Language  |
|---|--------------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.     |
| DESCRIPTOR /<br>CONTENT                 | CCRA.L.<br>6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence i |

| CONTENT    | 6 | reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in |
|------------|---|--|
| DISCIPLINE |   | gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.       |

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |        | Reading Standards for Literature  |
|---|--------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |        | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.2 | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

| STATE GOAL / |
|--------------|
| DISCIPLINARY |
| CONCEPT      |

| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Craft and Structure   |
|---|---------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.5  | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.6  | Describe how a narrator's or speaker's point of view influences how events are described.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Reading Standards for Literature  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |

| STATE GOAL / | Reading Standards: Foundational Skills |
|--------------|--|
| DISCIPLINARY |  |
| CONCEPT      |  |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE |          | Fluency  |
|---------------------------------------|----------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.                                |
| STANDARD                              | RF.5.4.a | Read on-level text with purpose and understanding.   |
| STANDARD                              | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| STATE GOAL / | Writing Standards |
|--------------|-------------------|
| DISCIPLINARY |                   |
| CONCEPT      |                   |

LEARNING Text Types and Purposes STANDARD / DISCIPLINE **DESCRIPTOR** / W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, CONTENT descriptive details, and clear event sequences. DISCIPLINE STANDARD W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. STANDARD W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. STANDARD W.5.3.e Provide a conclusion that follows from the narrated experiences or events.

# Writing Standards

| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Production and Distribution of Writing  |
|---|----------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4    | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6    | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                | W.5.9.a  | Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  |
| STANDARD                                | SL.5.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  |
| STANDARD                                | SI E 1 b | Follow agreed-upon rules for discussions and carry out assigned roles   |

| STANDARD  | SL.5.1.c                | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   |
|---|-------------------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                         | Speaking and Listening Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |                         | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2                  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                         | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE  |                         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1                   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD  | L.5.1.d                 | Recognize and correct inappropriate shifts in verb tense.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                         | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE  |                         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2                   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD  |                         |   |
|   | L.5.2.e                 | Spell grade-appropriate words correctly, consulting references as needed.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   | L.5.2.e                 | Spell grade-appropriate words correctly, consulting references as needed.   |
| DISCIPLINARY  | L.5.2.e                 |   |
| LEARNING<br>ST ANDARD /   | L.5.2.e                 | Language Standards  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPT OR /<br>CONTENT                           |                         | Language Standards Knowledge of Language  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE              | L.5.3                   | Language Standards         Knowledge of Language         Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPT OR /<br>CONTENT<br>DISCIPLINE<br>STANDARD | <b>L.5.3</b><br>L.5.3.a | Language Standards         Knowledge of Language         Use knowledge of language and its conventions when writing, speaking, reading, or listening.         Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
|---|--------------|---|
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68   |
|   |              | Illinois Learning Standards   |
|   |              | Language Arts   |
|   |              | Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Integration of Knowledge and Ideas  |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7                 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
|---|------------------------------|--|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                              | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |                              | Range of Reading and Level of Text Complexity  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10                | Read and comprehend complex literary and informational texts independently and proficiently.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                              | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |                              | Text Types and Purposes  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>2                 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                              | College and Career Readiness Anchor Standards for Writing  |
|   |                              |  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |                              | Production and Distribution of Writing   |
| STANDARD /  | CCRA.W.<br>4                 | Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| DESCRIPTOR /<br>CONTENT   | 4                            | Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEDESCRIPTOR /<br>CONTENT   | 4<br>CCRA.W.<br>5            | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>CONTENT   | 4<br>CCRA.W.<br>5<br>CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINARY | 4<br>CCRA.W.<br>5<br>CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.<br>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

| STATE GOAL / |
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| DISCIPLINARY |
| CONCEPT      |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Range of Writing  |
|---------------------------------------|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

## STATE GOAL / College and Career Readiness Anchor Standards for Speaking and Listening DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Comprehension and Collaboration  |
|---------------------------------------|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | C | college and Career Readiness Anchor Standards for Speaking and Listening |
|---|---|--|
|   |   | Dress station of Knowledge and Ideas                                     |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Presentation of Knowledge and Ideas  |
|---------------------------------------|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.S<br>L.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
|                                       | 0004.0        |  |

| DESCRIPTOR / | CCRA.S | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when |
|--------------|--------|---|
| CONTENT      | L.6    | indicated or appropriate.   |
| DISCIPLINE   |        |   |

STATE GOAL / College and Career Readiness Anchor Standards for Language DISCIPLINARY

LEARNING<br/>DISCIPLINEConventions of Standard EnglishDESCRIPTOR /<br/>CONTENT<br/>DISCIPLINECCRA.L.<br/>1Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br/>1DESCRIPTOR /<br/>CONTENT<br/>DISCIPLINECCRA.L.<br/>2Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

| STATE GOAL / | College and Ca | areer Readiness | Anchor Standard | ls for Language |
|--------------|----------------|-----------------|-----------------|-----------------|
| DISCIPLINARY |                |                 |                 |                 |
| CONCEPT      |                |                 |                 |                 |

LEARNING ST ANDARD / DISCIPLINE

CONCEPT

Knowledge of Language

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
|---|--------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.2       | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4       | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8       | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Range of Reading and Level of Text Complexity   |
|   |              |   |

| DESCRIPTOR / | RI.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and |
|--------------|---------|---|
| CONTENT      |         | technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.         |
| DISCIPLINE   |         |   |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Fluency  |
|---------------------------------------|----------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.                                |
| STANDARD                              | RF.5.4.a | Read on-level text with purpose and understanding.   |
| STANDARD                              | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| STATE GOAL / | Writing Standards |
|--------------|-------------------|
| DISCIPLINARY |                   |
| CONCEPT      |                   |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Text Types and Purposes  |
|---------------------------------------|---------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| STANDARD                              | W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STANDARD                              | W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   |
| STANDARD                              | W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |

| STATE GOAL / | Writing Standards |
|--------------|-------------------|
| DISCIPLINARY |                   |
| CONCEPT      |                   |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE |       | Production and Distribution of Writing  |
|---------------------------------------|-------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.5.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
|---|----------|---|
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.8    | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.              |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                | W.5.9.b  | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Speaking and Listening Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.      |
| STANDARD                                | SL.5.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.                              |
| STANDARD                                | SL.5.1.b | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| STANDARD                                | SL.5.1.c | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Speaking and Listening Standards  |

| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Comprehension and Collaboration   |
|---|---------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Presentation of Knowledge and Ideas   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.4  | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.6  | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST AND ARD /<br>DISCIPLINE  |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                                | L.5.2.e | Spell grade-appropriate words correctly, consulting references as needed.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| STANDARD                                | L.5.3.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |

DISCIPLINE

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76   |
|   |              | Illinois Learning Standards<br>Language Arts  |
|   |              | Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| DESCRIPTOR /<br>CONTENT                 | CCRA.R.<br>5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |

| STATE GOAL / |
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| DISCIPLINARY |
| CONCEPT      |

| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Integration of Knowledge and Ideas   |
|---|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Reading and Level of Text Complexity  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Text Types and Purposes  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Production and Distribution of Writing   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Research to Build and Present Knowledge  |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.   |
|---|---------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6  | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Key Ideas and Details   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.2   | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
|---|----------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8   | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.10  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards: Foundational Skills  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Fluency   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.  |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Text Types and Purposes   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
|---|---------|---|
| STANDARD                                | W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  |
| STANDARD                                | W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD                                | W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                | W.5.9.b | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").   |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Range of Writing  |
|---|---------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                                | L.5.2.e | Spell grade-appropriate words correctly, consulting references as needed.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
|   |         |   |

| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Vocabulary Acquisition and Use  |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84   |
|   |              | Illino is Learning Standards  |
|   |              | Language Arts   |
|   |              | Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE |              | Craft and Structure  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Integration of Knowledge and Ideas   |
|---|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Reading and Level of Text Complexity  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Text Types and Purposes  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Production and Distribution of Writing   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Research to Build and Present Knowledge  |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.W.<br>8         | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  |
|--|----------------------|--|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                      | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>STANDARD /<br>DISCIPLINE   |                      | Range of Writing   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.W.<br>10        | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                      | College and Career Readiness Anchor Standards for Speaking and Listening   |
| LEARNING<br>STANDARD /<br>DISCIPLINE   |                      | Comprehension and Collaboration  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.S<br>L.1        | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                      | College and Career Readiness Anchor Standards for Speaking and Listening   |
|  |                      |  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE  |                      | Presentation of Knowledge and Ideas  |
| STANDARD /   | CCRA.S<br>L.4        | Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.   |
| ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   |                      | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the  |
| ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT  | L.4<br>CCRA.S        | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.<br>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when  |
| ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>ST AT E GOAL /<br>DISCIPLINARY  | L.4<br>CCRA.S        | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.<br>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |
| ST ANDARD /         DISCIPLINE         DESCRIPTOR /         CONTENT         DISCIPLINE         DESCRIPTOR /         CONTENT         DISCIPLINE         STATE GOAL /         DISCIPLINARY         CONCEPT         LEARNING         STANDARD / | L.4<br>CCRA.S        | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.<br>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.<br>College and Career Readiness Anchor Standards for Language  |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINELEARNING<br>ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT  | L.4<br>CCRA.S<br>L.6 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Knowledge of Language   |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.2       | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4       | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8       | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |

**Reading Standards: Foundational Skills** 

# LEARNING<br/>STANDARD /<br/>DISCIPLINERange of Reading and Level of Text ComplexityDESCRIPTOR /<br/>CONTENT<br/>DISCIPLINERI.5.10By the end of the year, read and comprehend informational texts, including history/social studies, science, and<br/>technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

# STATE GOAL / DISCIPLINARY CONCEPT

LEARNING<br/>STANDARD /FluencyDESCRIPTOR /<br/>DISCIPLINERF.5.4Read with sufficient accuracy and fluency to support comprehension.STANDARDRF.5.4.aRead on-level text with purpose and understanding.STANDARDRF.5.4.aUse context to confirm or self-correct word recognition and understanding, rereading as necessary.

## STATE GOAL / DISCIPLINARY CONCEPT

Writing Standards

| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Text Types and Purposes  |
|---|---------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| STANDARD                                | W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STANDARD                                | W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   |
| STANDARD                                | W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Production and Distribution of Writing   |
| DESCRIPTOR /<br>CONTENT                 | W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)     |

DISCIPLINE

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
|---|----------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6    | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.8    | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                | W.5.9.b  | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  |
| STANDARD                                | SL.5.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  |
| STANDARD                                | SL.5.1.b | Follow agreed-upon rules for discussions and carry out assigned roles.  |

| STANDARD   | SL.5.1.c                | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   |
|--|-------------------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                         | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE   |                         | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | SL.5.2                  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                         | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE   |                         | Presentation of Knowledge and Ideas   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | SL.5.4                  | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | SL.5.6                  | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.   |
|  |                         |   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                         | Language Standards  |
| DISCIPLINARY   |                         | Language Standards Conventions of Standard English  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /   | L.5.1                   |   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPT OR /<br>CONTENT   | <b>L.5.1</b><br>L.5.1.d | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   |                         | Conventions of Standard English           Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STANDARD<br>STATE GOAL /<br>DISCIPLINARY   |                         | Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Recognize and correct inappropriate shifts in verb tense.  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STANDARD<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /  | L.5.1.d                 | Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Recognize and correct inappropriate shifts in verb tense.         Language Standards   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STANDARD<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT | L.5.1.d                 | Conventions of Standard English         Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         Recognize and correct inappropriate shifts in verb tense.         Language Standards         Conventions of Standard English         Demonstrate command of the conventions of standard English capitalization, punctuation, and |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Knowledge of Language   |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3        | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| STANDARD                                | L.5.3.a      | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92  |
|   |              | Illino is Learning Standards<br>Language Arts<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Craft and Structure   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
|---|---------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.      |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |

| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Writing  |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6  | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Key Ideas and Details   |
|   |               |   |

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
|---|----------|---|
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8   | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.10  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards: Foundational Skills  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Fluency   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.  |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.2    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
|   |          |   |

| STANDARD                                | W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  |
|---|---------|---|
| STANDARD                                | W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD                                | W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                | W.5.9.b | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Comprehension and Collaboration   |
|   |         |   |

| DESCRIPTOR / | SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, |
|--------------|--------|--|
| CONTENT      |        | quantitatively, and orally.  |
| DISCIPLINE   |        |  |

# STATE GOAL / DISCIPLINARY CONCEPT

# Language Standards

| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Conventions of Standard English  |
|---|---------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| STANDARD                                | L.5.1.c | Use verb tense to convey various times, sequences, states, and conditions.                             |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards   |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |       | Conventions of Standard English  |
|---------------------------------------|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.5.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|                                       |       |  |

STANDARD L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.

Language Standards

## STATE GOAL / DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Knowledge of Language  |
|---|---------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| STANDARD                                | L.5.3.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.      |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards   |
|   |         |  |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE | Vocabulary Acquisition and Use  |
|---------------------------------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies. |
|                                       |   |

STANDARD L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STATE GOAL / DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Vocabulary Acquisition and Use  |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6         | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |               | UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100   |
|   |               | Illinois Learning Standards   |
|   |               | Language Arts<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013  |
| STATE GOAL /                            |               | College and Career Readiness Anchor Standards for Reading   |
| DISCIPLINARY<br>CONCEPT                 |               |   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently.  |

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
|---|---------------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.            |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY            |               | College and Career Readiness Anchor Standards for Language  |
| CONCEPT                                 |               |   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
|---|--------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.2       | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4       | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8       | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Range of Reading and Level of Text Complexity   |
|   |              |   |

| DESCRIPTOR / | RI.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and |
|--------------|---------|---|
| CONTENT      |         | technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.         |
| DISCIPLINE   |         |   |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |          | Fluency  |
|---------------------------------------|----------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.                                |
| STANDARD                              | RF.5.4.a | Read on-level text with purpose and understanding.   |
| STANDARD                              | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| STATE GOAL / | Writing Standards |
|--------------|-------------------|
| DISCIPLINARY |                   |
| CONCEPT      |                   |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Text Types and Purposes  |
|---------------------------------------|---------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| STANDARD                              | W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STANDARD                              | W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   |
| STANDARD                              | W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |

| STATE GOAL / | Writing Standards |
|--------------|-------------------|
| DISCIPLINARY |                   |
| CONCEPT      |                   |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE |       | Production and Distribution of Writing  |
|---------------------------------------|-------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.5.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.5.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.5.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Research to Build and Present Knowledge   |
|---|---------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                | W.5.9.b | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                | L.5.1.c | Use verb tense to convey various times, sequences, states, and conditions.  |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |

| STANDARD                                | L.5.2.e      | Spell grade-appropriate words correctly, consulting references as needed.   |
|---|--------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3        | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| STANDARD                                | L.5.3.a      | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110  |
|   |              | Illinois Learning Standards<br>Language Arts<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | College and Career Readiness And | cho |
|---|----------------------------------|-----|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   | Craft and Structure              |     |

#### STATE GOAL / **College and Career Readiness Anchor Standards for Reading** DISCIPLINARY

| LEARNING<br>STANDARD /<br>DISCIPLINE  |              | Integration of Knowledge and Ideas   |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.R.<br>7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

## STATE GOAL / **College and Career Readiness Anchor Standards for Reading** DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE |         | Range of Reading and Level of Text Complexity  |
|--------------------------------------|---------|--|
| DESCRIPTOR /                         | CCRA.R. | Read and comprehend complex literary and informational texts independently and proficiently. |

| DESCRIPTOR / | CCRA.R. | Read and comprehend complex literary and informational texts independently and proficiently |
|--------------|---------|---|
| CONTENT      | 10      |   |
| DISCIPLINE   |         |   |

### STATE GOAL / College and Career Readiness Anchor Standards for Writing DISCIPLINARY

CONCEPT

CONCEPT

| LEARNING<br>ST ANDARD /<br>DISCIPLINE |              | Text Types and Purposes  |
|---------------------------------------|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |

#### STATE GOAL / College and Career Readiness Anchor Standards for Writing

DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE  |              | Production and Distribution of Writing   |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| DESCRIPTOR /<br>CONTENT               | CCRA.W.<br>5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
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| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6  | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Reading Standards for Literature  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Reading and Level of Text Complexity   |

DESCRIPTOR /RL.5.10By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the<br/>grades 4-5 text complexity band independently and proficiently.DISCIPLINE

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Reading Standards: Foundational Skills |
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| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Fluency   |
|---|----------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.  |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.3    | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| STANDARD                                | W.5.3.a  | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  |
| STANDARD                                | W.5.3.d  | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4    | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6    | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |

| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Research to Build and Present Knowledge  |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| STANDARD                                | W.5.9.a | Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Range of Writing   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.    |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Comprehension and Collaboration  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Conventions of Standard English  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| STANDARD                                | L.5.1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.   |
| STANDARD                                | L.5.1.c | Use verb tense to convey various times, sequences, states, and conditions.   |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |

| STANDARD                                | L.5.2.e      | Spell grade-appropriate words correctly, consulting references as needed.   |
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| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3        | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| STANDARD                                | L.5.3.a      | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies.   |
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122  |
|   |              | Illinois Learning Standards<br>Language Art s<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |

| STATE GOAL / |
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| DISCIPLINARY |
| CONCEPT      |

I FARNING Craft and Structure STANDARD / DISCIPLINE CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative DESCRIPTOR / CONTENT 4 meanings, and analyze how specific word choices shape meaning or tone. DISCIPLINE DESCRIPTOR / CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a 5 section, chapter, scene, or stanza) relate to each other and the whole. CONTENT DISCIPLINE STATE GOAL / **College and Career Readiness Anchor Standards for Reading** DISCIPLINARY CONCEPT LEARNING Integration of Knowledge and Ideas STANDARD / DISCIPLINE DESCRIPTOR / CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and guantitatively, as well CONTENT 7 as in words. DISCIPLINE DESCRIPTOR / CCRA.R. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the CONTENT 9 approaches the authors take. DISCIPLINE STATE GOAL / **College and Career Readiness Anchor Standards for Reading** DISCIPLINARY CONCEPT LEARNING Range of Reading and Level of Text Complexity STANDARD / DISCIPLINE DESCRIPTOR / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently. CONTENT 10 DISCIPLINE STATE GOAL / **College and Career Readiness Anchor Standards for Writing** DISCIPLINARY CONCEPT Text Types and Purposes LEARNING STANDARD / DISCIPLINE DESCRIPTOR / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately CONTENT 2 through the effective selection, organization, and analysis of content. DISCIPLINE STATE GOAL / **College and Career Readiness Anchor Standards for Writing** DISCIPLINARY CONCEPT LEARNING **Production and Distribution of Writing** STANDARD / DISCIPLINE

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Research to Build and Present Knowledge  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>7  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  |
| STATE GOAL /<br>DISCIPLINARY  |               | College and Career Readiness Anchor Standards for Writing  |
| CONCEPT   |               |  |
|   |               | Range of Writing   |
| CONCEPT<br>LEARNING<br>ST ANDARD /  | CCRA.W.<br>10 | Range of Writing         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT  |               | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a   |
| CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY  |               | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  |
| CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /                             |               | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.<br>College and Career Readiness Anchor Standards for Language                              |
| CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINE<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT | 10<br>CCRA.L. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Language Conventions of Standard English |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
|---|--------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Literature  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.1       | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.1       | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.2       | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4       | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.5   | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
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| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.6   | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8   | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.9   | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.10  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards: Foundational Skills  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Fluency   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.  |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT                 | W.5.2    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |

| STANDARD   | W.5.2.a        | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  |
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| STANDARD   | W.5.2.b        | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD   | W.5.2.d        | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE  |                | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | W.5.4          | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | W.5.5          | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | W.5.6          | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.   |
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| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |                | Writing Standards   |
| DISCIPLINARY   |                | Writing Standards<br>Research to Build and Present Knowledge  |
| LEARNING<br>ST ANDARD /  | W.5.7          |   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   | W.5.7<br>W.5.8 | Research to Build and Present Knowledge Conduct short research projects that use several sources to build knowledge through investigation of different  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   |                | Research to Build and Present Knowledge         Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.         Recall relevant information from experiences or gather relevant information from print and digital sources; summarize  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  |                | Research to Build and Present Knowledge         Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.         Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.                           |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |                | Research to Build and Present Knowledge         Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.         Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.         Writing Standards |

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
|---|---------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                | L.5.1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                                | L.5.2.e | Spell grade-appropriate words correctly, consulting references as needed.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |

| STANDARD   | L.5.3.a      | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  |
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| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |              | Language Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE  |              | Vocabulary Acquisition and Use   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.   |
| STANDARD   | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |              | Language Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  |
|  |              | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134   |
|  |              | Illinois Learning Standards  |
|  |              | Language Art s   |
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| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |              | Language Art s   |
| DISCIPLINARY   |              | Language Arts<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /  | CCRA.R.<br>2 | Language Arts<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013<br>College and Career Readiness Anchor Standards for Reading  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT  | 2            | Language Art s         Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013         College and Career Readiness Anchor Standards for Reading         Key Ideas and Details         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT | 2<br>CCRA.R. | Language Arts         Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013         College and Career Readiness Anchor Standards for Reading         Key Ideas and Details         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| DISCIPLINARY<br>CONCEPT  | 2<br>CCRA.R. | Language Arts         Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013         College and Career Readiness Anchor Standards for Reading         Key Ideas and Details         Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.         Analyze how and why individuals, events, or ideas develop and interact over the course of a text. |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|---|---------------|--|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Integration of Knowledge and Ideas   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>9  | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Reading and Level of Text Complexity  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Text Types and Purposes  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>2  | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.         |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Production and Distribution of Writing   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
|---|---------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>7  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                 |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Vocabulary Acquisition and Use  |
|   |               |   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Literature  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.1       | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.1       | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.2       | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4       | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.5       | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.6       | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Integration of Knowledge and Ideas  |
|---|----------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8   | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.9   | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.10  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards: Foundational Skills  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Fluency   |
| DESCRIPT OR /<br>CONTENT<br>DISCIPLINE  | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.  |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.2    | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| STANDARD                                | W.5.2.a  | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.    |
| STANDARD                                | W.5.2.b  | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD                                | W.5.2.d  | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

| DISCIPLINARY                            |         |   |
|---|---------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.7   | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                | W.5.9.b | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |

STATE GOAL /

Writing Standards

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards   |
|---|---------|--|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Comprehension and Collaboration  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                                     |
| STANDARD                                | L.5.1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.               |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.                         |
| STANDARD                                | L.5.2.e | Spell grade-appropriate words correctly, consulting references as needed.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Knowledge of Language  |
| DESCRIPTOR /<br>CONTENT                 | L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| DISCIPLINE                              |         |  |
| DISCIPLINE                              | L.5.3.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  |
|   | L.5.3.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies.   |
|---|--------------|---|
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138  |
|   |              | Illinois Learning Standards<br>Language Arts  |
|   |              | Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Integration of Knowledge and Ideas  |

| DESCRIPTOR /<br>CONTENT         CCRAR<br>integrate and evaluate content presented in diverse media and formats, including visually and quantistively, as well<br>procentiate           DESCRIPTOR /<br>CONTENT         CCRAR<br>is in vords.         Analysis how two or more taxts address similar themes or topics in order to build knowledge or to compare the<br>approaches the authors take.           STATE GOAL/<br>DISCPLINE         CCRAR<br>is in vords.         College and Career Readiness Anchor Standards for Reading<br>Discretions           STATE GOAL/<br>DISCPLINE         College and Career Readiness Anchor Standards for Writing           STATE GOAL/<br>DISCPLINE         College and Career Readiness Anchor Standards for Writing           STATE GOAL/<br>DISCPLINE         College and Career Readiness Anchor Standards for Writing           DISCPLINE         College and Career Readiness Anchor Standards for Writing           DISCPLINE         College and Career Readiness Anchor Standards for Writing           DISCPLINE         College and Career Readiness Anchor Standards for Writing           DISCPLINE         College and Career Readiness Anchor Standards for Writing           DISCPLINE         College and Career Readiness Anchor Standards for Writing           DISCPLINE         College and Career Readiness Anchor Standards for Writing           DISCPLINE         College and Career Readiness Anchor Standards for Writing           DISCPLINE         College and Career Readiness Anchor Standards for Writing           DISCPLINE   |              |   |
|---|--------------|---|
| CONTENT         9         approaches the authors take.           STATE COAL/<br>DISCIPLINARY         College and Career Readiness Anchor Standards for Reading<br>STATE COAL/<br>DISCIPLINARY         Range of Reading and Level of Text Complexity           DESCRPTOR/<br>DISCIPLINARY         CCRAR.<br>College and comprehend complex literary and informational texts independently and proteiently.<br>CONTENT<br>DISCIPLINARY         CCRAR.<br>College and Career Readiness Anchor Standards for Writing           DESCRPTOR/<br>DISCIPLINARY         CCRAR.<br>College and Career Readiness Anchor Standards for Writing           DESCRPTOR/<br>DISCIPLINARY         CCRAW.<br>With informational texts independently and proteiently.<br>CONTENT<br>DISCIPLINARY           DESCRPTOR/<br>DISCIPLINARY         CCRAW.<br>With informational texts independently and accurately<br>through the effective selection, organization, and analysis of content.           DISCIPLINARY<br>CONTENT<br>DISCIPLINARY         CORRAW.<br>College and Career Readiness Anchor Standards for Writing           DISCIPLINARY<br>CONTENT<br>DISCIPLINARY         College and Career Readiness Anchor Standards for Writing           DISCIPLINARY<br>CONTENT<br>DISCIPLINARY         College and Career Readiness Anchor Standards for Writing           DISCIPLINARY<br>CONTENT<br>DISCIPLINARY         College and career Readiness Anchor Standards for Writing           DISCIPLINARY<br>CONTENT<br>DISCIPLINARY         College and career text writing in which the development, organization, and style are appropriate to task.<br>CONTENT<br>DISCIPLINARY           DESCRPTOR/<br>DISCIPLINARY<br>DISCIPLINARY         College and Career Readiness Anchor St  | CONTENT      |   |
| DISCIPLINARY<br>CONCEPT         CRACE         Range of Reading and Level of Text Complexity           DESCRIPTOR //<br>CONTENT         CCRA.R         Read and comprehend complex library and informational texts independently and proticiently.<br>DISCIPLINARY           DESCRIPTOR //<br>CONTENT         CCRA.R         Read and comprehend complex library and informational texts independently and proticiently.<br>DISCIPLINARY           STATE COAL/<br>DISCIPLINARY         College and Career Readiness Anchor Standards for Writing           DESCRIPTOR //<br>DISCIPLINARY         College and Career Readiness Anchor Standards for Writing           DESCRIPTOR //<br>DISCIPLINARY         CCRA.W. Wite informative/explanatory texts to examine and convey complex ideas and information clearly and accurately<br>trough the effective selection, organization, and analysis of content.           DESCRIPTOR //<br>DISCIPLINARY         CCRA.W. Wite informative/explanatory texts to examine and convey complex ideas and information clearly and accurately<br>trough the effective selection, organization, and analysis of content.           DESCRIPTOR //<br>DISCIPLINARY         CCRA.W. Wite informative/explanatory texts to examine and convey complex ideas and information clearly and accurately<br>trough the effective selection, organization, and analysis of content.           DESCRIPTOR //<br>DISCIPLINARY         CCRA.W. Wite informative/explanatory texts to examine and convey complex ideas and information clearly and accurately<br>prospective.           DESCRIPTOR //<br>DISCIPLINARY         CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,<br>purpose, and audie   | CONTENT      |   |
| STANDARD /<br>DISCIPLINE         CCRA.R.<br>CCRA.R.         Read and comprehend complex literary and informational texts independently and proficiently.<br>10           STATE GOAL/<br>DISCIPLINE         CCRA.R.         College and Career Readiness Anchor Standards for Writing           STATE GOAL/<br>STANDARD /<br>DISCIPLINE         COllege and Career Readiness Anchor Standards for Writing           DESCRIPTOR /<br>CONCEPT         CCRA.W.         Write Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately<br>through the effective selection, organization, and analysis of content.           DISCIPLINE         CCRA.W.         Write Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately<br>through the effective selection, organization, and analysis of content.           DISCIPLINE         College and Career Readiness Anchor Standards for Writing           DISCIPLINE         College and Career Readiness Anchor Standards for Writing           DISCIPLINE         CCRA.W.         Production and Distribution of Writing           DISCIPLINE         CCRA.W.         purpose, and audience.           DISCIPLINE         C  | DISCIPLINARY | College and Career Readiness Anchor Standards for Reading   |
| CONTENT<br>DISCIPLINE       10         TATE GOAL/<br>DISCIPLINE       College and Career Readiness Anchor Standards for Writing         LEARNING<br>STANDARD /<br>DISCIPLINE       CCRAW         Visit Biomedia       CCRAW         Write Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately<br>through the effective selection, organization, and analysis of content.         STANDARD /<br>DISCIPLINE       CCRAW         Visit Biomedia       College and Career Readiness Anchor Standards for Writing         STATE GOAL/<br>DISCIPLINE       College and Career Readiness Anchor Standards for Writing         STANDARD /<br>DISCIPLINE       Production and Distribution of Writing         DISCREPTOR /<br>DISCIPLINE       CCRAW         DESCREPTOR /<br>DISCIPLINE       CCRAW         DISCREPTOR /<br>DISCIPLINE       CCRAW         DISCREPTOR /<br>DISCREPTOR       CCRAW         DISCREPTOR /<br>DISCREPTOR       CCRAW         DISCREPTOR /<br>DISCREPTOR       CCRAW         DISCREPTOR /<br>DISCREPTOR       CCRAW   | STANDARD /   | Range of Reading and Level of Text Complexity   |
| DISCIPLINARY<br>CONCEPT       Image: Concept of the concept | CONTENT      | Read and comprehend complex literary and informational texts independently and proficiently.                        |
| STANDARD /       CCRA.W.       Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately         DESCRIPTOR /       CCRA.W.       Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately         DISCIPLINE       2       through the effective selection, organization, and analysis of content.         DISCIPLINE       2       College and Career Readiness Anchor Standards for Writing         DISCIPLINE       Production and Distribution of Writing         DISCIPLINE       Production and coherent writing in which the development, organization, and style are appropriate to task,         DISCIPLINE       CCRA.W.       produce clear and coherent writing in which the development, organization, and style are appropriate to task,         DISCIPLINE       4       purpose, and audience.         DISCIPLINE       5       content.         DISCIPLINE       CCRA.W.       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         CONTENT       5       college and Career Readiness Anchor Standards for Writing         DISCIPLINE       6       college and Career Readiness Anchor Standards for Writing         DISCIPLINE       College and Career Readiness Anchor Standards for Writing         DISCIPLINE       college and Career Readiness Anchor Standards for Writing  | DISCIPLINARY | College and Career Readiness Anchor Standards for Writing   |
| CONTENT       2       through the effective selection, organization, and analysis of content.         DISCIPLINE       College and Career Readiness Anchor Standards for Writing         DISCIPLINARY<br>CONCEPT       Production and Distribution of Writing         LEARNING<br>STANDARD /<br>DISCIPLINE       Production and Distribution of Writing         DESCRIPTOR /<br>CONTENT       CCRA.W.         Produce clear and coherent writing in which the development, organization, and style are appropriate to task,<br>purpose, and audience.         DESCRIPTOR /<br>CONTENT       CCRA.W.         DESCRIPTOR /<br>DISCIPLINE       CCRA.W.         USE technology, including the Internet, to produce and publish writing and to interact and collaborate with others.         OISCIPLINARY<br>CONCEPT       College and Career Readiness Anchor Standards for Writing         DISCIPLINARY<br>CONCEPT       College and Career Readiness Anchor Standards for Writing  | STANDARD /   | Text Types and Purposes   |
| DISCIPLINARY<br>CONCEPT       Production and Distribution of Writing         LEARNING<br>STANDARD /<br>DISCIPLINE       Production and Distribution of Writing         DESCRIPTOR /<br>CONTENT       CCRA.W.       Produce clear and coherent writing in which the development, organization, and style are appropriate to task,<br>purpose, and audience.         DESCRIPTOR /<br>DISCIPLINE       CCRA.W.       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         DESCRIPTOR /<br>DISCIPLINE       CCRA.W.       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         DESCRIPTOR /<br>DISCIPLINE       CCRA.W.       Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.         6       College and Career Readiness Anchor Standards for Writing         DISCIPLINARY<br>CONCEPT       College and Career Readiness Anchor Standards for Writing         LEARNING<br>STANERD /       Research to Build and Present Knowledge   | CONTENT      |   |
| STANDARD /<br>DISCIPLINE       CCRA.W.       Produce clear and coherent writing in which the development, organization, and style are appropriate to task,<br>purpose, and audience.         DESCRIPTOR /<br>CONTENT       CCRA.W.       Produce clear and coherent writing in which the development, organization, and style are appropriate to task,<br>purpose, and audience.         DESCRIPTOR /<br>CONTENT       CCRA.W.       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         DESCRIPTOR /<br>CONTENT       CCRA.W.       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         DESCRIPTOR /<br>CONTENT       CCRA.W.       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         DESCRIPTOR /<br>CONTENT       CCRA.W.       Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.         DISCIPLINE       6       College and Career Readiness Anchor Standards for Writing         DISCIPLINARY<br>CONCEPT       College and Career Readiness Anchor Standards for Writing         LEARNING<br>STANDARD /       Research to Build and Present Knowledge  | DISCIPLINARY | College and Career Readiness Anchor Standards for Writing   |
| CONTENT       4       purpose, and audience.         DISCIPLINE       4       purpose, and audience.         DESCRIPTOR /       CCRA.W.       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         CONTENT       5       Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.         DESCRIPTOR /       CCRA.W.       Develop and strengthen writing at he internet, to produce and publish writing and to interact and collaborate with others.         ONTENT       6       CORA.W.       Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.         STATE GOAL /       College and Career Readiness Anchor Standards for Writing         DISCIPLINARY       College and Career Readiness Anchor Standards for Writing         LEARNING STANDARD /       Research to Build and Present Knowledge  | STANDARD /   | Production and Distribution of Writing  |
| CONTENT       5         DESCRIPTOR /<br>CONTENT       CCRA.W.         DESCRIPTOR /<br>OISCIPLINE       CCRA.W.         Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.         6       Content         DISCIPLINE       6         STATE GOAL /<br>DISCIPLINARY<br>CONCEPT       College and Career Readiness Anchor Standards for Writing         LEARNING<br>STANDARD /       Research to Build and Present Knowledge  | CONTENT      |   |
| CONTENT       6         DISCIPLINE       6         STATE GOAL /<br>DISCIPLINARY<br>CONCEPT       College and Career Readiness Anchor Standards for Writing         LEARNING<br>STANDARD /       Research to Build and Present Knowledge   | CONTENT      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.       |
| DISCIPLINARY         CONCEPT         LEARNING         ST ANDARD /   | CONTENT      | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| STANDARD /  | DISCIPLINARY | College and Career Readiness Anchor Standards for Writing   |
|   | STANDARD /   | Research to Build and Present Knowledge   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>7  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                                       |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.                       |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.                         |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|---|--------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Literature  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.1       | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.1       | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.2       | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4       | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.5       | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.6       | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Integration of Knowledge and Ideas  |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.7                    | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  |
|---|---------------------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8                    | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.9                    | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                           | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE  |                           | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.10                   | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                           | Reading Standards: Foundational Skills  |
| LEARNING  |                           | Fluency   |
| ST ANDARD /<br>DISCIPLINE   |                           |   |
| STANDARD /  | RF.5.4                    | Read with sufficient accuracy and fluency to support comprehension.   |
| ST ANDARD /<br>DISCIPLINE<br>DESCRIPT OR /<br>CONTENT   | <b>RF.5.4</b><br>RF.5.4.a | -   |
| STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   |                           | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STANDARD   | RF.5.4.a                  | Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.  |
| STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STANDARD<br>STANDARD<br>STATE GOAL /<br>DISCIPLINARY   | RF.5.4.a                  | Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.         Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| STANDARD /<br>DISCIPLINE<br>DESCRIPT OR /<br>CONT ENT<br>DISCIPLINE<br>STANDARD<br>STANDARD<br>STANDARD<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /          | RF.5.4.a                  | Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.         Use context to confirm or self-correct word recognition and understanding, rereading as necessary.         Writing Standards   |
| ST ANDARD /<br>DISCIPLINEDESCRIPT OR /<br>CONT ENT<br>DISCIPLINESTANDARDSTANDARDSTATE GOAL /<br>DISCIPLINARY<br>CONCEPTLEARNING<br>ST ANDARD /<br>DISCIPLINEDESCRIPT OR /<br>CONT ENT | RF.5.4.a<br>RF.5.4.c      | Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.         Use context to confirm or self-correct word recognition and understanding, rereading as necessary.         Writing Standards         Text Types and Purposes   |
| ST ANDARD /<br>DISCIPLINEDESCRIPT OR /<br>CONT ENT<br>DISCIPLINESTANDARDSTANDARDSTANDARDLEARNING<br>STANDARD /<br>DISCIPLINEDESCRIPT OR /<br>CONT ENT<br>DISCIPLINE                   | RF.5.4.a<br>RF.5.4.c      | Read with sufficient accuracy and fluency to support comprehension.         Read on-level text with purpose and understanding.         Use context to confirm or self-correct word recognition and understanding, rereading as necessary.         Writing Standards         Text Types and Purposes         Write informative/explanatory texts to examine a topic and convey ideas and information clearly.         Introduce a topic clearly, provide a general observation and focus, and group related information logically; include |

### Writing Standards

| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Production and Distribution of Writing  |
|---|---------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.7   | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                | W.5.9.b | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |

| STATE GOAL / |
|--------------|
| DISCIPLINARY |
| CONCEPT      |

Language Standards

| LEARNING<br>ST ANDARD /<br>DISCIPLINE |        | Comprehension and Collaboration  |
|---------------------------------------|--------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

#### STATE GOAL / DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Conventions of Standard English  |
|---------------------------------------|---------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                       |
| STANDARD                              | L.5.1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |
| STANDARD                              | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.  |

#### STATE GOAL / Language Standards DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE  |       | Conventions of Standard English  |
|---------------------------------------|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.5.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|                                       |       |  |

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STANDARD L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.
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| STATE GOAL / | Language Standards |
|--------------|--------------------|
| DISCIPLINARY | 5 5                |
| CONCEPT      |                    |

| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Knowledge of Language  |
|---|---------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| STANDARD                                | L.5.3.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.      |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Vocabulary Acquisition and Use   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies.   |
|---|--------------|---|
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 7: INVENTIVE WRITING Week 16 Page 139-146  |
|   |              | Illinois Learning Standards   |
|   |              | Language Arts<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Research to Build and Present Knowledge   |
|   |              |   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.W.<br>8                             | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.   |
|--|--|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |  | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE  |  | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.W.<br>10                            | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |  | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE   |  | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE  | CCRA.L.<br>2                             | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |  | Writing Standards   |
|  |  |   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE  |  | Text Types and Purposes   |
| STANDARD /   | W.5.2                                    | Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   | <b>W.5.2</b><br>W.5.2.a                  |   |
| ST ANDARD /<br>DISCIPLINE<br>DESCRIPT OR /<br>CONTENT<br>DISCIPLINE  |  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STANDARD  | W.5.2.a                                  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.         Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the   |
| STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STANDARD  | W.5.2.a<br>W.5.2.b                       | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.         Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| ST ANDARD /<br>DISCIPLINEDESCRIPT OR /<br>CONT ENT<br>DISCIPLINESTANDARDSTANDARDSTANDARDSTANDARD   | W.5.2.a<br>W.5.2.b<br>W.5.2.d<br>W.5.2.e | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.         Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.         Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| ST ANDARD /         DISCIPLINE         DESCRIPT OR /         CONTENT         DISCIPLINE         STANDARD         STANDARD         STANDARD         STANDARD         STANDARD         STANDARD         STANDARD         STANDARD         STANDARD | W.5.2.a<br>W.5.2.b<br>W.5.2.d<br>W.5.2.e | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.         Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.         Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.         Use precise language and domain-specific vocabulary to inform about or explain the topic.         Provide a concluding statement or section related to the information or explanation presented. |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
|---|---------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                | L.5.1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.   |

| STATE GOAL / |
|--------------|
| DISCIPLINARY |
| CONCEPT      |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Conventions of Standard English  |
|---|--------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2        | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| STANDARD                                | L.5.2.e      | Spell grade-appropriate words correctly, consulting references as needed.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Knowledge of Language  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3        | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| STANDARD                                | L.5.3.a      | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  |
|   |              | UNIT 7: INVENTIVE WRITING Week 17 Page 147-152   |
|   |              | Illino is Learning Standards   |
|   |              | Language Arts  |
|   |              | Grade 5 - Adopted: 2010 (CCSS) / Implement ed 2013   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Text Types and Purposes  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Production and Distribution of Writing   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   |
| DESCRIPTOR /<br>CONTENT                 | CCRA.W.<br>5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |

CONTENT 5 DISCIPLINE

DESCRIPTOR /CCRA.W.Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.CONTENT6

DISCIPLINE

| LEARNING<br>STANDARD /<br>DISCIPLINE  |              | Research to Build and Present Knowledge   |
|---------------------------------------|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |

#### STATE GOAL / DISCIPLINARY CONCEPT

College and Career Readiness Anchor Standards for Writing

| LEARNING<br>ST ANDARD /<br>DISCIPLINE |               | Range of Writing  |
|---------------------------------------|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

# STATE GOAL / College and Career Readiness Anchor Standards for Language DISCIPLINARY CONCEPT

| LEARNING<br>ST ANDARD /<br>DISCIPLINE |         | Conventions of Standard English  |
|---------------------------------------|---------|--|
| DESCRIPTOR /                          | CCRA.L. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

DESCRIPTOR / CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing CONTENT 2 DISCIPLINE

#### STATE GOAL / Writing Standards DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Text Types and Purposes  |
|---------------------------------------|---------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | W.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| STANDARD                              | W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. |
| STANDARD                              | W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   |
| STANDARD                              | W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
| STANDARD                              | W.5.2.e | Provide a concluding statement or section related to the information or explanation presented.   |
| STATE GOAL /                          |         | Writing Standards  |

STATE GOAL / DISCIPLINARY CONCEPT

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |        | Production and Distribution of Writing  |
|---|--------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4  | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6  | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |        | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |        | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.8  | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |        | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |        | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |        | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |        | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |        | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |        | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |

| STANDARD | L.5.1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular |
|----------|---------|---|
|          |         | sentences.  |

STANDARD L.5.1.d Recognize and correct inappropriate shifts in verb tense.

#### STATE GOAL / Language Standards DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE  |       | Conventions of Standard English  |
|---------------------------------------|-------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.5.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|                                       |       |  |

STANDARD L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.

#### STATE GOAL / Language Standards DISCIPLINARY CONCEPT

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |       | Knowledge of Language  |
|---|-------|--|
| DESCRIPTOR / I<br>CONTENT<br>DISCIPLINE | L.5.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

STANDARD L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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# Illino is Learning Standards Language Arts

# Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Writing  |
|---|--------------|--|
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Text Types and Purposes  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Production and Distribution of Writing   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>1  | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6  | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.3         | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| STANDARD                                | W.5.3.a       | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  |

| STANDARD                                | W.5.3.d | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
|---|---------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                | L.5.1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.   |

## STATE GOAL / DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Conventions of Standard English   |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2        | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                                | L.5.2.e      | Spell grade-appropriate words correctly, consulting references as needed.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3        | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| STANDARD                                | L.5.3.a      | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176  |
|   |              | Illinois Learning Standards<br>Language Arts<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Craft and Structure   |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>9  | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Reading   |
|   |               |   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Reading and Level of Text Complexity   |
| STANDARD /  | CCRA.R.<br>10 | Range of Reading and Level of Text Complexity         Read and comprehend complex literary and informational texts independently and proficiently.  |
| DESCRIPTOR /<br>CONTENT   |               |   |
| ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>ST AT E GOAL /<br>DISCIPLINARY  |               | Read and comprehend complex literary and informational texts independently and proficiently.  |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINARY<br>CONCEPTLEARNING<br>ST ANDARD /  | 10            | Read and comprehend complex literary and informational texts independently and proficiently.<br>College and Career Readiness Anchor Standards for Writing   |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINARY<br>CONCEPTLEARNING<br>ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT   | 10<br>CCRA.W. | Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately   |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINARY<br>CONCEPTLEARNING<br>ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINE | 10<br>CCRA.W. | Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
|---|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Research to Build and Present Knowledge  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>7  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
|   |               |  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Writing  |
| DISCIPLINARY  |               | College and Career Readiness Anchor Standards for Writing<br>Range of Writing  |
| LEARNING<br>ST ANDARD /   | CCRA.W.<br>10 |  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   |               | Range of Writing<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a   |
| DISCIPLINARY<br>CONCEPT   |               | Range of Writing<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a<br>single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| LEARNING<br>STATE GOAL /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |               | Range of Writing         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.         College and Career Readiness Anchor Standards for Speaking and Listening  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>ST AT E GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT | 10<br>CCRA.S  | Range of Writing         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.         College and Career Readiness Anchor Standards for Speaking and Listening         Comprehension and Collaboration         Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
|---|------------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                  | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |                  | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3     | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                  | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |                  | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4     | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|   |                  |   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                  | Reading Standards for Literature  |
| DISCIPLINARY  |                  | Reading Standards for Literature<br>Key Ideas and Details   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /  | RL.5.1           | -   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   | RL.5.1           | Key Ideas and Details   |
| DISCIPLINARY<br>CONCEPT   | RL.5.1           | Key Ideas and Details         Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /                             | RL.5.1<br>RI.5.1 | Key Ideas and Details         Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.         Reading Standards for Informational Text  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINE<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT |                  | Key Ideas and Details         Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.         Reading Standards for Informational Text         Key Ideas and Details  |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Craft and Structure   |
|---|----------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.5   | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.6   | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8   | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.9   | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.10  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards: Foundational Skills  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Fluency   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.  |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |

| CONCEPT                                 |         |   |
|---|---------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| STANDARD                                | W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  |
| STANDARD                                | W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD                                | W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.7   | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  |

STATE GOAL / DISCIPLINARY CONCEPT Writing Standards

LEARNING STANDARD / DISCIPLINE Research to Build and Present Knowledge

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
|---|---------|---|
| STANDARD                                | W.5.9.b | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                | L.5.1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                                | L.5.2.e | Spell grade-appropriate words correctly, consulting references as needed.   |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Knowledge of Language   |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3        | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| STANDARD                                | L.5.3.a      | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  |
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194  |
|   |              | Illinois Learning Standards<br>Language Art s<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /                            | CCRA.R.      | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |

CONTENT 3 DISCIPLINE

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Craft and Structure   |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>9  | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Reading and Level of Text Complexity   |
|   |               |   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently.  |
| CONTENT   |               | Read and comprehend complex literary and informational texts independently and proficiently.  |
| CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY   |               |   |
| CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /  | 10            | College and Career Readiness Anchor Standards for Writing   |
| CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   | 10<br>CCRA.W. | College and Career Readiness Anchor Standards for Writing         Text Types and Purposes         Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately  |
| CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY | 10<br>CCRA.W. | College and Career Readiness Anchor Standards for Writing          Text Types and Purposes         Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>7  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                 |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Speaking and Listening  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>L.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Conventions of Standard English   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
|---|------------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                  | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |                  | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3     | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                  | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |                  | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4     | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|   |                  |   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                  | Reading Standards for Literature  |
| DISCIPLINARY  |                  | Reading Standards for Literature<br>Key Ideas and Details   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /  | RL.5.1           | -   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   | RL.5.1           | Key Ideas and Details   |
| DISCIPLINARY<br>CONCEPT   | RL.5.1           | Key Ideas and Details         Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /                             | RL.5.1<br>RI.5.1 | Key Ideas and Details         Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.         Reading Standards for Informational Text  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINE<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT |                  | Key Ideas and Details         Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.         Reading Standards for Informational Text         Key Ideas and Details  |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Craft and Structure   |
|---|----------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.5   | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.6   | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8   | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.9   | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.10  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards: Foundational Skills  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Fluency   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.  |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |

| CONCEPT                                 |         |   |
|---|---------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| STANDARD                                | W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  |
| STANDARD                                | W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD                                | W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.7   | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  |

STATE GOAL / DISCIPLINARY CONCEPT Writing Standards

LEARNING STANDARD / DISCIPLINE Research to Build and Present Knowledge

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
|---|---------|---|
| STANDARD                                | W.5.9.b | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                | L.5.1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                                | L.5.2.e | Spell grade-appropriate words correctly, consulting references as needed.   |

| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Knowledge of Language   |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3        | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| STANDARD                                | L.5.3.a      | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies.   |
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216  |
|   |              | Illinois Learning Standards   |
|   |              | Language Art s<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3 | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Craft and Structure   |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>9  | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Reading   |
|   |               |   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Reading and Level of Text Complexity   |
| STANDARD /  | CCRA.R.<br>10 | Range of Reading and Level of Text Complexity         Read and comprehend complex literary and informational texts independently and proficiently.  |
| DESCRIPTOR /<br>CONTENT   |               |   |
| ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>ST AT E GOAL /<br>DISCIPLINARY  |               | Read and comprehend complex literary and informational texts independently and proficiently.  |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINARY<br>CONCEPTLEARNING<br>ST ANDARD /  | 10            | Read and comprehend complex literary and informational texts independently and proficiently.<br>College and Career Readiness Anchor Standards for Writing   |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINARY<br>CONCEPTLEARNING<br>ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT   | 10<br>CCRA.W. | Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately   |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINARY<br>CONCEPTLEARNING<br>ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINE | 10<br>CCRA.W. | Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
|---|---------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Writing  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Research to Build and Present Knowledge  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>7  | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>8  | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
|   |               |  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Writing  |
| DISCIPLINARY  |               | College and Career Readiness Anchor Standards for Writing<br>Range of Writing  |
| LEARNING<br>ST ANDARD /   | CCRA.W.<br>10 |  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   |               | Range of Writing<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a   |
| DISCIPLINARY<br>CONCEPT   |               | Range of Writing<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a<br>single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| LEARNING<br>STATE GOAL /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT  |               | Range of Writing         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.         College and Career Readiness Anchor Standards for Speaking and Listening  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>ST AT E GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT | 10<br>CCRA.S  | Range of Writing         Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.         College and Career Readiness Anchor Standards for Speaking and Listening         Comprehension and Collaboration         Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2     | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
|---|------------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                  | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |                  | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3     | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                  | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |                  | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4     | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6     | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|   |                  |   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |                  | Reading Standards for Literature  |
| DISCIPLINARY  |                  | Reading Standards for Literature<br>Key Ideas and Details   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /  | RL.5.1           | -   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT   | RL.5.1           | Key Ideas and Details   |
| DISCIPLINARY<br>CONCEPT   | RL.5.1           | Key Ideas and Details         Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /                             | RL.5.1<br>RI.5.1 | Key Ideas and Details         Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.         Reading Standards for Informational Text  |
| DISCIPLINARY<br>CONCEPT<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>STATE GOAL /<br>DISCIPLINE<br>LEARNING<br>STANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT |                  | Key Ideas and Details         Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.         Reading Standards for Informational Text         Key Ideas and Details  |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Craft and Structure   |
|---|----------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.5   | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.6   | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.8   | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.9   | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.10  | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Reading Standards: Foundational Skills  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Fluency   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.  |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |

| CONCEPT                                 |         |   |
|---|---------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.2   | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| STANDARD                                | W.5.2.a | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  |
| STANDARD                                | W.5.2.b | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD                                | W.5.2.d | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5   | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6   | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.7   | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.8   | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  |

STATE GOAL / DISCIPLINARY CONCEPT Writing Standards

LEARNING STANDARD / DISCIPLINE Research to Build and Present Knowledge

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
|---|---------|---|
| STANDARD                                | W.5.9.b | Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10  | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Speaking and Listening Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |         | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |
| STANDARD                                | L.5.1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  |
| STANDARD                                | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |         | Language Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |         | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.2   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STANDARD                                | L.5.2.e | Spell grade-appropriate words correctly, consulting references as needed.   |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Knowledge of Language   |
|---|--------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.3        | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| STANDARD                                | L.5.3.a      | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.4        | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies.   |
| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232  |
|   |              | Illinois Learning Standards<br>Language Arts<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.   |
| DESCRIPTOR /                            | CCRA.R.      | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.   |

College and Career Readiness Anchor Standards for Reading

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Craft and Structure   |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>6  | Assess how point of view or purpose shapes the content and style of a text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Integration of Knowledge and Ideas  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT   |               | College and Career Readiness Anchor Standards for Reading   |
|   |               |   |
| LEARNING<br>STANDARD /<br>DISCIPLINE  |               | Range of Reading and Level of Text Complexity   |
| ST ANDARD /   | CCRA.R.<br>10 | Range of Reading and Level of Text Complexity<br>Read and comprehend complex literary and informational texts independently and proficiently.   |
| DESCRIPTOR /<br>CONTENT   |               |   |
| ST ANDARD /<br>DISCIPLINE<br>DESCRIPTOR /<br>CONTENT<br>DISCIPLINE<br>ST ATE GOAL /<br>DISCIPLINARY   |               | Read and comprehend complex literary and informational texts independently and proficiently.  |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINARY<br>CONCEPTLEARNING<br>ST ANDARD /  | 10            | Read and comprehend complex literary and informational texts independently and proficiently.<br>College and Career Readiness Anchor Standards for Writing   |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINARY<br>CONCEPTLEARNING<br>ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT   | 10<br>CCRA.W. | Read and comprehend complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details  |
| ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINARY<br>CONCEPTLEARNING<br>ST ANDARD /<br>DISCIPLINEDESCRIPTOR /<br>CONTENT<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINEST AT E GOAL /<br>DISCIPLINE | 10<br>CCRA.W. | Read and comprehend complex literary and informational texts independently and proficiently.         College and Career Readiness Anchor Standards for Writing         Text Types and Purposes         Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Speaking and Listening  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.        |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Knowledge of Language   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
|---|--------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Literature  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.2       | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Literature  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.5       | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.6       | Describe how a narrator's or speaker's point of view influences how events are described.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards for Literature  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Range of Reading and Level of Text Complexity   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.10      | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Reading Standards: Foundational Skills  |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Fluency   |
|---|----------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RF.5.4   | Read with sufficient accuracy and fluency to support comprehension.   |
| STANDARD                                | RF.5.4.a | Read on-level text with purpose and understanding.  |
| STANDARD                                | RF.5.4.c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.3    | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| STANDARD                                | W.5.3.a  | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  |
| STANDARD                                | W.5.3.d  | Use concrete words and phrases and sensory details to convey experiences and events precisely.  |
| STANDARD                                | W.5.3.e  | Provide a conclusion that follows from the narrated experiences or events.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4    | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6    | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Research to Build and Present Knowledge   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
|---|----------|--|
| STANDARD                                | W.5.9.a  | Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Range of Writing   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.    |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Speaking and Listening Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Comprehension and Collaboration  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.       |
| STANDARD                                | SL.5.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.                               |
| STANDARD                                | SL.5.1.b | Follow agreed-upon rules for discussions and carry out assigned roles.   |
| STANDARD                                | SL.5.1.c | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Speaking and Listening Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Comprehension and Collaboration  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2   | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Language Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Conventions of Standard English  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.1    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |

| STANDARD | L.5.1.a | Explain the function of conjunctions, prepositions, and interjections in general and their function in particular |
|----------|---------|---|
|          |         | sentences.  |

STANDARD L.5.1.d Recognize and correct inappropriate shifts in verb tense.

#### STATE GOAL / Language Standards DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE  | Conventions of Standard English  |
|---------------------------------------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

STANDARD L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.

#### STATE GOAL / Language Standards DISCIPLINARY CONCEPT

| LEARNING<br>STANDARD /<br>DISCIPLINE  |         | Knowledge of Language  |
|---------------------------------------|---------|--|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                 |
| STANDARD                              | L.5.3.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                      |
| STANDARD                              | L.5.3.b | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |

## STATE GOAL / DISCIPLINARY

Language Standards

CONCEPT

LEARNING Vocabulary Acquisition and Use STANDARD / DISCIPLINE DESCRIPTOR / L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade CONTENT 5 reading and content, choosing flexibly from a range of strategies. DISCIPLINE

STANDARD L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT | Language Standards   |
|---|----------------------|
| LEARNING                                | Vocabulary Acquisiti |

| LEARNING<br>STANDARD /<br>DISCIPLINE  |       | Vocabulary Acquisition and Use  |
|---------------------------------------|-------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE | L.5.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

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College and Career Readiness Anchor Standards for Reading

| CONCEPT                                 |               |  |
|---|---------------|--|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Key Ideas and Details  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details<br>and ideas.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>3  | Analyze how and why individuals, events, or ideas develop and interact over the course of a text.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Craft and Structure  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4  | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.    |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>5  | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>6  | Assess how point of view or purpose shapes the content and style of a text.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Integration of Knowledge and Ideas   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>7  | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Reading  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Range of Reading and Level of Text Complexity  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>10 | Read and comprehend complex literary and informational texts independently and proficiently.   |

| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
|---|---------------|---|
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>3  | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4  | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5  | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>6  | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Research to Build and Present Knowledge   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Speaking and Listening  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Comprehension and Collaboration   |

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.S<br>L.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  |
|---|---------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Conventions of Standard English   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>2  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>4  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6  | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Reading Standards for Literature  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Key Ideas and Details   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RL.5.2        | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Reading Standards for Literature  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Craft and Structure   |

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

| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4    | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
|---|----------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5    | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.6    | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |          | Research to Build and Present Knowledge   |
| DESCRIPT OR /<br>CONTENT<br>DISCIPLINE  | W.5.9    | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| STANDARD                                | W.5.9.a  | Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |          | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.1   | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  |
| STANDARD                                | SL.5.1.a | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  |
| STANDARD                                | SL.5.1.b | Follow agreed-upon rules for discussions and carry out assigned roles.  |
| STANDARD                                | SL.5.1.c | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |          | Speaking and Listening Standards  |

| LEARNING<br>DISCURSION         Comprehension and Collaboration           DESCRIPTORINAL<br>DISCURSION         SLS.2         cuminative a writen text read aload or information presented in diverse media and tormats, including visuality,<br>cuminatively, and oraly.           STATE COLL/<br>DISCURSION         SLS.2         conventions of Standard English           STATE COLL/<br>DISCURSION         LS.1         Demonstrate command of the conventions of standard English grammar and usage when writing or<br>peaking.           STANDARD         LS.1         Demonstrate command of the conventions of standard English grammar and usage when writing or<br>peaking.           STANDARD         LS.1         Recognice and correctingpropriate shifts in worb torne.           STANDARD<br>DISCURSION         LS.1         Recognice and correctingpropriate shifts in worb torne.           STANDARD<br>DISCURSION         LS.2         Demonstrate command of the conventions of standard English capitalization, punctuation, and<br>selling when writing.           STANDARD<br>DISCURSION         LS.2         Demonstrate command of the conventions of standard English capitalization, punctuation, and<br>selling when writing.           STANDARD<br>DISCURSION         LS.2         Demonstrate command of the conventions of standard English capitalization, punctuation, and<br>selling when writing.           STANDARD DISCURSION         LS.2         Spell grade-appropriate words correcty, consuling references as meded.           STANDARD DISCONTERY<br>DISCURDARD         LS.2         Spell gr |              |         |  |
|---|--------------|---------|--|
| CONTENT         quantialized, and onely.           STATE GOAL/<br>CONCEPT         Language Standards           STATE GOAL/<br>CONCEPT         Conventions of Standard English           DESCREPTOR /<br>CONTENT         L5.1         Demonstrate command of the conventions of standard English grammar and usage when writing or<br>Speaking.           STANDARD         L5.1         Demonstrate command of the conventions of standard English grammar and usage when writing or<br>Speaking.           STANDARD         L5.1         Explain the function of conjunctions, prepositions, and interjectors in general and their function in particular<br>sentences.           STANDARD         L5.1         Recognize and concet inappropriate shifts in verb tense.           STATE GOAL/<br>DISCIPLINARY         Language Standards         Conventions of Standard English           STANDARD         L5.2         Demonstrate command of the conventions of standard English capitalization, punctuation, and<br>pelling when writing.           STATE GOAL/<br>DISCIPLINARY         L5.2         Spell grade- appropriate words correctly, consuling references as needed.           STATE GOAL/<br>DISCIPLINARY         L5.2         Spell grade- appropriate words correctly, consuling references as needed.           STATE GOAL/<br>DISCIPLINARY         L5.2         Spell grade- appropriate words correctly, consuling references as needed.           STATE GOAL/<br>DISCIPLINARY         L5.3         StandardS           STATE GOAL/<br>DISCIPLINARY  | STANDARD /   |         | Comprehension and Collaboration  |
| Discreption         Conventions of Standard English           Discreption         L-5.1         Demonstrate command of the conventions of standard English grammar and usage when writing or<br>opscreption           STANDARD         L-5.1         Demonstrate command of the conventions of standard English grammar and usage when writing or<br>opscreption           STANDARD         L-5.1         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular<br>sentences.           STANDARD         L-5.1         Recognize and correct inappropriate shifts in werb tense.           STANDARD         L-5.1         Recognize and correct inappropriate shifts in werb tense.           STANDARD         L-5.2         Demonstrate command of the conventions of standard English<br>Discreption           Discreption         L-5.2         Demonstrate command of the conventions of standard English capitalization, punctuation, and<br>spelling when writing.           Discreption         L-5.2         Spell grade-appropriate words correctly, consulting references as meeded.           STANDARD         L-5.2         Spell grade-appropriate words correctly, consulting references as meeded.           STANDARD         L-5.3         Lenguage Standards           DISCREPTORT         L-5.3         Les knowledge of language and its conventions when writing, speaking, reading, or listening.           DISCREPTORT         L-5.3         Compare and combars the vaneli   | CONTENT      | SL.5.2  |  |
| STANDARD / DISCIPLINE       Image: Standard interpretation of the conventions of standard English grammar and usage when writing or speaking.         DESCRIPTOR / LS.1       Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.         STANDARD       LS.1.a       Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.         STANDARD       LS.1.d       Recognize and correct inappropriate shifts in verb tense.         STANDARD / DISCIPLINE       Language Standards         DESCRIPTOR / LS.2       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         DISCIPLINE       LS.2       Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.         STANDARD       LS.2.e       Spell grade-appropriate words correctly, consulting references as needed.         STATE GOAL / DISCIPLINARY       Language Standards         DISCIPLINARY       Ls.3       Use knowledge of language and its conventions when writing, speaking, reading, or listening.         DISCIPLINARY       LS.3.a       Expand, combine, and reduce sentences for meaning, maderlistener interest, and style.         STANDARD       LS.3.b       Compare and context the varieties of English (e.g., dialects, registers) used in stories, dramas, or poerms.         STANDARD       LS.3.b       Compare and contest th  | DISCIPLINARY |         | Language Standards   |
| CONTENT<br>DISCIPLINE         speaking.           STANDARD         L5.1.a         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular<br>sentences.           STANDARD         L5.1.d         Explain the function of conjunctions, prepositions, and interjections in general and their function in particular<br>sentences.           STANDARD         L5.1.d         Recognize and correct inappropriate shifts in verb tense.           STANDARD         L5.1.d         Recognize and correct inappropriate shifts in verb tense.           STANDARD         L5.1.d         Recognize and correct inappropriate shifts in verb tense.           STANDARD         L5.2.         Demonstrate command of the conventions of standard English capitalization, punctuation, and<br>spelling when writing.           DISCIPLINE         L5.2.         Spell grade-appropriate words correctly, consulting references as needed.           STANDARD         L5.2.e         Spell grade-appropriate words correctly, consulting references as needed.           STANDARD         L5.3.a         Knowledge of Language<br>of Language and its conventions when writing, speaking, reading, or listening.           DISCIPLINE         L5.3.a         Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.           STANDARD         L5.3.b         Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.           STANDARD   | STANDARD /   |         | Conventions of Standard English  |
| STANDARD       L.5.1.d       Recognize and correct inappropriate shifts in verb tense.         STANDARD       L.5.1.d       Recognize and correct inappropriate shifts in verb tense.         STATE GOAL /<br>DISCIPLINARY       Language Standards         DISCIPLINARY       Conventions of Standard English         DISCIPLINARY       L.5.2       Demonstrate command of the conventions of standard English capitalization, punctuation, and<br>Spelling when writing.         DISCIPLINE       L.5.2       Spell grade-appropriate words correctly, consulting references as needed.         STANDARD       L.5.2.e       Spell grade-appropriate words correctly, consulting references as needed.         STANDARD       L.5.2.e       Spell grade-appropriate words correctly, consulting references as needed.         STANDARD       L.5.2.e       Spell grade-appropriate words correctly, consulting references as needed.         STANDARD       Language Standards       Convertence         DISCIPLINARY       Knowledge of Language and its conventions when writing, speaking, reading, or listening.         DISCIPLINAR       L.5.3.a       Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.         STANDARD       L.5.3.b       Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STANDARD /<br>DISCIPLINE       Language Standards         CONCEPT       L   | CONTENT      | L.5.1   |  |
| STATE GOAL/<br>DISCIPLINARY<br>CONCEPT       Language Standards         LEARNING<br>STANDARD /<br>DISCIPLINE       Conventions of Standard English<br>DISCIPLINE         DESCRIPTOR /<br>OISCIPLINE       L.5.2       Demonstrate command of the conventions of standard English capitalization, punctuation, and<br>spelling when writing.         STANDARD       L.5.2       Demonstrate command of the conventions of standard English capitalization, punctuation, and<br>spelling when writing.         STANDARD       L.5.2       Spell grade-appropriate words correctly, consulting references as needed.         STANDARD       L.5.2       Spell grade-appropriate words correctly, consulting references as needed.         STANDARD       L.5.2       Spell grade-appropriate words correctly, consulting references as needed.         STANDARD       Language Standards       Converting         DISCIPLINARY<br>CONCEPT       Language Standards       Converting, speaking, reading, or listening.         STANDARD /<br>DISCIPLINE       Use knowledge of language and its conventions when writing, speaking, reading, or listening.         STANDARD L5.3       Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.         STANDARD L5.3       Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STANDARD /<br>DISCIPLINARY<br>CONCEPT       Language Standards         DESCRIPTOR /<br>DISCIPLINARY<br>CONCEPT       Vocabulary Acquisition and Use     <   | STANDARD     | L.5.1.a |  |
| DISCIPLINARY       Conventions of Standard English         LEARNING<br>STANDARD /       Conventions of Standard English         DESCRIPT OR /       L.5.2       Demonstrate command of the conventions of standard English capitalization, punctuation, and<br>spelling when writing.         STANDARD       L.5.2       Spell grade-appropriate words correctly, consulting references as needed.         STANDARD       L.5.2.       Spell grade-appropriate words correctly, consulting references as needed.         STATE GOAL /<br>DISCIPLINARY       Language Standards         DISCIPLINARY<br>ONCEPT       Knowledge of Language         DISCIPLINARY<br>ONCEPT       L.5.3       Use knowledge of language and its conventions when writing, speaking, reading, or listening.         DISCIPLINAR       L.5.3       Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.         STANDARD       L.5.3       Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STATE GOAL /<br>DISCIPLINARY       Language Standards         STANDARD       L.5.3.       Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STANDARD /<br>DISCIPLINARY       Language Standards         STANDARD /<br>DISCIPLINARY       Vocabulary Acquisition and Use         STANDARD /<br>DISCIPLINARY       Steating and coottent, choosing flexibily from a range of strategies.<  | STANDARD     | L.5.1.d | Recognize and correct inappropriate shifts in verb tense.  |
| STANDARD /       JescPeLine         DESCRIPTOR /       L.5.2       Demonstrate command of the conventions of standard English capitalization, punctuation, and speling when writing.         STANDARD       L.5.2       Spell grade-appropriate words correctly, consulting references as needed.         STANDARD       L.5.2.e       Spell grade-appropriate words correctly, consulting references as needed.         STATE GOAL /       Language Standards         DISCIPLINARY       Knowledge of Language         STANDARD /       DISCIPLINE         DESCRIPTOR /       L.5.3         Use knowledge of language and its conventions when writing, speaking, reading, or listening.         ONTENT       DISCIPLINE         STANDARD       L.5.3.a         Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.         STANDARD       L.5.3.b         Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STATE GOAL /       Language Standards         DISCIPLINARY       Language Standards         CONCEPT       Language Standards         DISCIPLINARY       Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STATE GOAL /       Language Standards         DISCIPLINARY       Vocabulary Acquisition and   | DISCIPLINARY |         | Language Standards   |
| CONTENT<br>DISCIPLINE         spelling when writing.           STANDARD         L5.2.e         Spell grade-appropriate words correctly, consulting references as needed.           STANDARD         L5.2.e         Spell grade-appropriate words correctly, consulting references as needed.           STATE GOAL /<br>DISCIPLINARY         Language Standards           CONCEPT         Knowledge of Language           DESCRIPTOR /<br>CONTENT<br>DISCIPLINE         Knowledge of language and its conventions when writing, speaking, reading, or listening.           DISCIPLINE         L5.3         Use knowledge of language and its conventions when writing, speaking, reading, or listening.           STANDARD         L5.3.a         Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.           STANDARD         L5.3.b         Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.           STATE GOAL /<br>DISCIPLINARY<br>CONCEPT         Language Standards           LEARNING<br>STANDARD /<br>DISCIPLINARY<br>CONCEPT         Vocabulary Acquisition and Use           DESCRIPTOR /<br>DISCIPLINARY<br>CONTENT         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>STANDARD /<br>DISCIPLINARY   | STANDARD /   |         | Conventions of Standard English  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT       Language Standards         LEARNING<br>STANDARD /<br>DISCIPLINE       Knowledge of Language         DESCRIPT OR /<br>DISCIPLINE       L.5.3       Use knowledge of language and its conventions when writing, speaking, reading, or listening.         STANDARD       L.5.3       Use knowledge of language and its conventions when writing, speaking, reading, or listening.         STANDARD       L.5.3       Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.         STANDARD       L.5.3.b       Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STATE GOAL /<br>DISCIPLINARY<br>CONCEPT       Language Standards         LEARNING<br>STANDARD /<br>DISCIPLINARY<br>CONCEPT       Vocabulary Acquisition and Use         DESCRIPTOR /<br>DISCIPLINARY       Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>S reading and content, choosing flexibly from a range of strategies.  | CONTENT      | L.5.2   |  |
| DISCIPLINARY<br>CONCEPT       Knowledge of Language         LEARNING<br>STANDARD /<br>DISCIPLINE       L.5.3       Use knowledge of language and its conventions when writing, speaking, reading, or listening.         ONTENT/<br>DISCIPLINE       L.5.3       Use knowledge of language and its conventions when writing, speaking, reading, or listening.         STANDARD       L.5.3.a       Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.         STANDARD       L.5.3.b       Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STATE GOAL /<br>DISCIPLINARY       Language Standards         CONCEPT       Vocabulary Acquisition and Use         LEARNING<br>STANDARD /<br>DISCIPLINARY       Vecabulary Acquisition and Use         DESCRIPTOR /<br>CONTENT       L.5.4       Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>s reading and content, choosing flexibly from a range of strategies.  | STANDARD     | L.5.2.e | Spell grade-appropriate words correctly, consulting references as needed.                                    |
| STANDARD /       JusciPline         DESCRIPTOR /       L.5.3       Use knowledge of language and its conventions when writing, speaking, reading, or listening.         CONTENT       DISCIPLINE       L.5.3       Use knowledge of language and its conventions when writing, speaking, reading, or listening.         STANDARD       L.5.3.a       Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.         STANDARD       L.5.3.b       Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STANDARD       L.5.3.b       Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STANDARD       L.5.3.b       Language Standards         DISCIPLINARY<br>CONCEPT       Vocabulary Acquisition and Use         DESCRIPTOR /       L.5.4       Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade  | DISCIPLINARY |         | Language Standards   |
| CONTENT<br>DISCIPLINE       L.5.3.a       Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.         STANDARD       L.5.3.b       Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STANDARD       L.5.3.b       Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STATE GOAL /<br>DISCIPLINARY<br>CONCEPT       Language Standards         LEARNING<br>STANDARD /<br>DISCIPLINE       Vocabulary Acquisition and Use         DESCRIPTOR /<br>CONTENT       L.5.4         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies.  | STANDARD /   |         | Knowledge of Language  |
| STANDARD       L.5.3.b       Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.         STATE GOAL /<br>DISCIPLINARY<br>CONCEPT       Language Standards         LEARNING<br>STANDARD /<br>DISCIPLINE       Vocabulary Acquisition and Use         DESCRIPTOR /<br>CONTENT       L.5.4         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies.  | CONTENT      | L.5.3   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.                 |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT       Language Standards         LEARNING<br>ST ANDARD /<br>DISCIPLINE       Vocabulary Acquisition and Use         DESCRIPTOR /<br>CONTENT       L.5.4         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies.   | STANDARD     | L.5.3.a | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                      |
| DISCIPLINARY<br>CONCEPT         LEARNING<br>ST ANDARD /<br>DISCIPLINE       Vocabulary Acquisition and Use         DESCRIPTOR /<br>CONTENT       L.5.4         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade<br>5 reading and content, choosing flexibly from a range of strategies.  | STANDARD     | L.5.3.b | Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |
| ST ANDARD /       DISCIPLINE         DESCRIPTOR /       L.5.4         Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade         5 reading and content, choosing flexibly from a range of strategies.  | DISCIPLINARY |         | Language Standards   |
| CONTENT 5 reading and content, choosing flexibly from a range of strategies.  | STANDARD /   |         | Vocabulary Acquisition and Use   |
|   |              |         |  |

| STANDARD                                | L.5.4.a      | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
|---|--------------|---|
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6        | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|   |              | UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245  |
|   |              | Illinois Learning Standards   |
|   |              | Language Arts<br>Grade 5 - Adopted: 2010 (CCSS) / Implemented 2013  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Reading   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |              | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.R.<br>4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Writing   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |              | Production and Distribution of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |              | College and Career Readiness Anchor Standards for Writing   |

| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Range of Writing  |
|---|---------------|---|
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.W.<br>10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Knowledge of Language   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>3  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | College and Career Readiness Anchor Standards for Language  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | CCRA.L.<br>6  | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Reading Standards for Informational Text  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |               | Craft and Structure   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | RI.5.4        | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |               | Writing Standards   |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |               | Text Types and Purposes   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.2         | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| STANDARD                                | W.5.2.a       | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formating (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.   |
| STANDARD                                | W.5.2.b       | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| STANDARD                                | W.5.2.d       | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |

# Writing Standards

| LEARNING                                |        | Production and Distribution of Writing  |
|---|--------|---|
| STANDARD /<br>DISCIPLINE                |        |   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.4  | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.5  | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |        | Writing Standards   |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |        | Range of Writing  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | W.5.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |        | Speaking and Listening Standards  |
| LEARNING<br>STANDARD /<br>DISCIPLINE    |        | Comprehension and Collaboration   |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | SL.5.2 | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| STATE GOAL /<br>DISCIPLINARY<br>CONCEPT |        | Language Standards  |
| LEARNING<br>ST ANDARD /<br>DISCIPLINE   |        | Vocabulary Acquisition and Use  |
| DESCRIPTOR /<br>CONTENT<br>DISCIPLINE   | L.5.6  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |