Main Criteria: Structure and Style for Students Secondary Criteria: Kentucky Academic Standards Subject: Language Arts

Grade: 5

Structure and Style for Students

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

Kentucky Academic Standards

Language Arts

Grade 5 - Adopted: 2019

		Grade 5 - Adopted: 2019
STRAND		Reading Foundational Skills—Grade 5
CATEGORY/ GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes

ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i> </i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.5.6. Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

STRAND		Composition—Grade 5
CATEGORY / GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND		Language—Grade 5
CATEGORY / GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

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

Kentucky Academic Standards

Language Arts

Grade 5 - Adopted: 2019

STRAND

Reading Foundational Skills—Grade 5

CATEGORY/ GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
STRAND CATEGORY/ GOAL		Reading Standards for Informational Text—Grade 5 Key Ideas and Details
CATEGORY /	GP.R.2	

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
		Determine the meaning of general academic and domain specific words or phrases in a grade-level text and

EXPECTATION RI.5.4. Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.

STRAND

Reading Standards for Informational Text—Grade 5

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

analyze grade-level appropriate, complex informational texts independently and proficiently.

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and

STRAND

EXPECTATION

RI.5.10.

Composition—Grade 5

CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 5

CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 5

C.5.2.h.

CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

editing, rewriting or trying a new approach.

STRAND Composition—Grade 5

CATEGORY/ GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND

Composition—Grade 5

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.5.6. Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

Composition—Grade 5

CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND

STRAND

Language—Grade 5

CATEGORY/ GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:

INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORG ANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

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

Kentucky Academic Standards

Language Arts

Grade 5 - Adopted: 2019

Indational	Skills—G	Frade 5
------------	----------	---------

STRAND		Reading Foundational Skills—Grade 5
CATEGORY <i>I</i> GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i>I</i> GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.5.2. Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
		Determine the meaning of general academic and domain specific words or phrases in a grade-level text and

EXPECTATION RI.5.4. Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.

STRAND

Reading Standards for Informational Text—Grade 5

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

analyze grade-level appropriate, complex informational texts independently and proficiently.

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and

STRAND

EXPECTATION

RI.5.10.

Composition—Grade 5

CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 5

CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 5

C.5.2.h.

CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

editing, rewriting or trying a new approach.

STRAND Composition—Grade 5

CATEGORY/ GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND

Composition—Grade 5

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.5.6. Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

Composition—Grade 5

CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND

STRAND

Language—Grade 5

CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:

INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.
STRAND		Language—Grade 5
CATEGORY / GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
STRAND		Language—Grade 5
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

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

Kentucky Academic Standards

Language Arts

Grade 5 - Adopted: 2019

STRAND

Reading Foundational Skills—Grade 5

CATEGORY <i>I</i> GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Literature—Grade 5
CATEGORY <i>I</i> GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

EXPECTATION RL.5.2.

Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RL.5.4.	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found

in mythology, and analyze how those words and phrases shape meaning.

STRAND Reading Standards for Literature—Grade 5

CATEGORY/ GOAL	Craft and Structure
ST ANDARD / GP.R.5 ORGANIZER	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RL.5.5. Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.

STRAND

Reading Standards for Literature—Grade 5

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RI 5.6	Describe how a narrator's or speaker's perspective influences how events are described

Describe how a narrator's or speaker's perspective influences how events are described. EXPECTATION RL.5.6.

STRAND

Reading Standards for Literature—Grade 5

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION RL.5.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND Composition—Grade 5

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

CATEGORY <i> </i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
INDICATOR	C.5.3.c.	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
INDICATOR	C.5.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and

audiences.

Language—Grade 5

Language—Grade 5

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.

STRAND Language—Grade 5

STANDARD / ORGANIZER GP.L.3 Students will 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. EXPECTATION L.5.3 Use knowledge of language and its conventions when writing speaking reading or listening.	CATEGORY / GOAL		Knowledge of Language
EXPECTATION 1.5.2 Use knowledge of language and its conventions when writing speaking reading or listening		GP.L.3	contexts, to make effective choices for meaning or style, and to comprehend more fully when reading
ENCLOYATION E.S.S. Ose knowledge of language and its conventions when writing, speaking, reading of listening.	EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

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

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.

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

Kentucky Academic Standards Language Arts

Grade 5 - Adopted: 2019

STRAND

Reading Foundational Skills—Grade 5

CATEGORY <i>I</i> GOAL		Fluency
STANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND

Reading Standards for Literature—Grade 5

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.5.2.	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.
STRAND		Reading Standards for Literature—Grade 5
CATEGORY <i>I</i> GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION F	RL.5.4.	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Literature—Grade 5
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION F	RL.5.5.	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.
STRAND		Reading Standards for Literature—Grade 5
CATEGORY <i>I</i> GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION F	RL.5.6.	Describe how a narrator's or speaker's perspective influences how events are described.
STRAND		Reading Standards for Literature—Grade 5
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION F	RL.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
		Operation Orada 5
STRAND		Composition—Grade 5
STRAND CATEGORY / GOAL		Text Types and Purposes
CATEGORY / GOAL	GP.W.1	·

INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3. C.5.3.a.	
		multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and
INDICATOR	C.5.3.a.	multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
INDICATOR	C.5.3.a. C.5.3.b.	multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the
INDICATOR INDICATOR INDICATOR	C.5.3.a. C.5.3.b. C.5.3.c.	 multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
INDICATOR INDICATOR INDICATOR INDICATOR	C.5.3.a. C.5.3.b. C.5.3.c. C.5.3.e.	multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR	C.5.3.a. C.5.3.b. C.5.3.c. C.5.3.e.	multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR STRAND CATEGORY /	C.5.3.a. C.5.3.b. C.5.3.c. C.5.3.e.	multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. Composition—Grade 5

Composition—Grade 5

CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER		Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 5

CATEGORY / GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.

STRAND Language—Grade 5

CATEGORY / GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.

STRAND Language—Grade 5

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

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

Kentucky Academic Standards

Language Arts

Grade 5 - Adopted: 2019

STRAND

Reading Foundational Skills—Grade 5

CATEGORY/ GOAL

Fluency

ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.	
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.	

EXPECTATION RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND

Reading Standards for Literature—Grade 5

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.5.2.	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite

relevant implicit and explicit evidence to support thinking.

STRAND Reading Standards for Literature—Grade 5

CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION		Determine the meaning of words and phrases as they are used in a text including but not limited to allusions found

- EXPECTATION RL.5.4. Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.
- STRAND Reading Standards for Literature—Grade 5

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RL.5.5.	Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.

STRAND

Reading Standards for Literature—Grade 5

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EVERATION		

EXPECTATION RL.5.6. Describe how a narrator's or speaker's perspective influences how events are described.

STRAND

Reading Standards for Literature—Grade 5

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing,

inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 5

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Co

Composition—Grade 5

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
INDICATOR	C.5.3.c.	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
INDICATOR	C.5.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

CATEGORY/ GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.
STRAND		Language—Grade 5
STRAND CATEGORY / GOAL		Language—Grade 5 Knowledge of Language
CATEGORY/	GP.L.3	
CATEGORY / GOAL ST ANDARD /		Knowledge of Language Students will 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
CATEGORY / GOAL ST ANDARD / ORGANIZER		Knowledge of Language Students will 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.
CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION	L.5.3.	Knowledge of Language Students will 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. Use knowledge of language and its conventions when writing, speaking, reading or listening.
CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR	L.5.3.	Knowledge of Language Students will 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. 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.
CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR STRAND CAT EGORY /	L.5.3.	Knowledge of Language Students will 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. 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. Language—Grade 5
CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR STRAND CAT EGORY / GOAL ST ANDARD /	L.5.3.a. GP.L.4	Knowledge of Language Students will 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. 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. Language—Grade 5 Vocabulary Acquisition and Use Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and
CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR ST RAND CATEGORY / GOAL ST ANDARD / ORGANIZER	L.5.3.a. GP.L.4	Knowledge of Language Students will 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. 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. Language—Grade 5 Vocabulary Acquisition and Use Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

Kentucky Academic Standards Language Arts

Grade 5 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 5
CATEGORY <i>I</i> GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i>I</i> GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

audience.

C.5.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
STRAND		Composition—Grade 5

ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.5.6.	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.
STRAND		Language—Grade 5
CATEGORY /		Knowledge of Language

CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.

STRAND Language—Grade 5

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

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

Grade 5 - Adopted: 2019

STRAND

Reading Foundational Skills—Grade 5

CATEGORY <i> </i> GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i>I</i> GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORG ANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

C.5.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
STRAND		Composition—Grade 5

ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.5.6.	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.
STRAND		Language—Grade 5
CATEGORY /		Knowledge of Language

CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORGANIZER		Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.

STRAND Language—Grade 5

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

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

Grade 5 - Adopted: 2019

STRAND

Reading Foundational Skills—Grade 5

CATEGORY <i> </i> GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i>I</i> GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORG ANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

C.5.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
STRAND		Composition—Grade 5

ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.5.6.	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.
STRAND		Language—Grade 5
CATEGORY /		Knowledge of Language

GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.

STRAND Language—Grade 5

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92

Grade 5 - Adopted: 2019

STRAND

Reading Foundational Skills—Grade 5

CATEGORY <i> </i> GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i>I</i> GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORG ANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

C.5.1.f.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i> </i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
ORGANIZER		technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or
ORGANIZER EXPECTATION	C.5.3.	technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and
ORGANIZER EXPECT AT ION INDICATOR	C.5.3. C.5.3.a.	technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
ORGANIZER EXPECT AT ION INDICATOR	C.5.3. C.5.3.a.	technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
ORGANIZER EXPECT AT ION INDICATOR INDICATOR STRAND CATEGORY /	C.5.3. C.5.3.a.	technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. Composition—Grade 5
ORGANIZER EXPECT AT ION INDICATOR INDICATOR ST RAND CATEGORY / GOAL ST ANDARD /	C.5.3.a. C.5.3.g.	technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. Composition—Grade 5 Production and Distribution Students will use digital resources to create and publish products as well as to interact and
ORGANIZER EXPECT AT ION INDICATOR INDICATOR STRAND CAT EGORY / GOAL ST ANDARD / ORGANIZER	C.5.3.a. C.5.3.g. GP.W.4	technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. Composition—Grade 5 Production and Distribution Students will use digital resources to create and publish products as well as to interact and collaborate with others. With limited guidance and support from adults, use digital resources to create and publish products as well as to
ORGANIZER EXPECTATION INDICATOR INDICATOR STRAND CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECTATION	C.5.3.a. C.5.3.g. GP.W.4	technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. Composition—Grade 5 Production and Distribution Students will use digital resources to create and publish products as well as to interact and collaborate with others. With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.5.1.c.	Use verb tense to convey various times, sequences, states and conditions.
INDICATOR	L.5.1.d.	Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.

STRAND Language—Grade 5

CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:

STRAND Language—Grade 5

CATEGORY <i>I</i> GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.

STRAND

Language—Grade 5

CATEGORY <i> </i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.

Kentucky Academic Standards Language Arts Grade 5 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 5
CATEGORY / GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i> </i> GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 5
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EVPECTATION	0 5 1	Compace oninion pieces, using writing and digital resources, on tonics or texts, supporting the

EXPECTATION C.5.1. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.

INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Composition—Grade 5

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 5

CATEGORY/ GOAL	Production and Distribution
ST ANDARD / ORGANIZER	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION C.5.4. With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

Composition—Grade 5

CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 5

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.5.1.c.	Use verb tense to convey various times, sequences, states and conditions.
INDICATOR	L.5.1.d.	Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.

STRAND

Language—Grade 5

CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:

INDICATOR L.5.2.d. Use underlining, quotation marks or italics to indicate titles of works.

STRAND Language—Grade 5

INDICATOR

CATEGORY /
GOALKnowledge of LanguageSTANDARD /
ORGANIZERGP.L.3Students will 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.EXPECTATIONL.5.3.Use knowledge of language and its conventions when writing, speaking, reading or listening.

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

STRAND Language—Grade 5

L.5.4.a.

CAT EGORY /
GOALVocabulary Acquisition and UseST ANDARD /
ORGANIZERGP.L.4Students will use a variety of strategies to determine or clarify the meaning of words and phrases,
consulting reference material when appropriate. Students will acquire and use accurately a range of
general academic and domain-specific words and phrases sufficient for reading, writing, speaking and
listening in order to be transition ready.EXPECT ATIONL.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 an array of strategies.

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

L.5.4.d.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

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

Kentucky Academic Standards

Language Arts

Grade 5 - Adopted: 2019

Reading Foundational Skills—Grade 5

CATEGORY <i> </i> GOAL		Fluency
STANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.

EXPECTATION RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND

Reading Standards for Literature—Grade 5

editing, rewriting or trying a new approach.

CATEGORY <i>I</i> GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION RL.5.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND Composition—Grade 5

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

STRAND Composition—Grade 5

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

C.5.2.h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
INDICATOR	C.5.3.c.	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
INDICATOR	C.5.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND		Language—Grade 5
CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

and usage.

INDICATOR	L.5.1.a.	Explain the function of conjunctions, prepositions and interjections in a grade-level text.
INDICATOR	L.5.1.c.	Use verb tense to convey various times, sequences, states and conditions.
INDICATOR	L.5.1.d.	Produce complete sentences, recognizing and correcting inappropriate shifts in verb tense.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION		When writing:

INDICATOR L.5.2.d. Use underlining, quotation marks or italics to indicate titles of works.

STRAND Language—Grade 5

CATEGORY <i>I</i> GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.

STRAND Language—Grade 5

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

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

Kentucky Academic Standards

Language Arts

Grade 5 - Adopted: 2019

STRAND

Reading Foundational Skills—Grade 5

CATEGORY/ GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.

EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.5.5.	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Integration of Knowledge and Ideas
ST ANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RI.5.9.	Integrate information from several texts on the same theme or topic.
EXPECTATION STRAND	RI.5.9.	Integrate information from several texts on the same theme or topic. Reading Standards for Informational Text—Grade 5

ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORG ANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

INDICATOR C.5.3.g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND		Composition—Grade 5
CATEGORY/ GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND		Composition—Grade 5
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused question demonstrating understanding of the subject under investigation.
EXPECTATION	C.5.5.	Conduct short research projects that use several sources to build knowledge through investigation of different

STRAND Composition—Grade 5 CATEGORY / GOAL Research to Build and Present Knowledge STANDARD / ORGANIZER GP.W.6 Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.5.6. Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

STRAND Composition—Grade 5

CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND		Language—Grade 5
CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR L.5.1.a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.

aspects of a topic.

CATEGORY / GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER		Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:

INDICATOR L.5.2.d. Use underlining, quotation marks or italics to indicate titles of works.

STRAND Language—Grade 5

CATEGORY <i>I</i> GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.

STRAND Language—Grade 5

CATEGORY <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

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

Kentucky Academic Standards Language Arts

Grade 5 - Adopted: 2019

Reading Foundational Skills—Grade 5

CATEGORY <i>I</i> GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Key Ideas and Details

ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.5.5.	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i> </i> GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RI.5.9.	Integrate information from several texts on the same theme or topic.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i> </i> GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORG ANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i> </i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Production and Distribution

ST ANDARD / ORGANIZER		Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to

STRAND Composition—Grade 5

interact and collaborate with others.

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.5.5.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

STRAND Composition—Grade 5

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.5.6.	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

STRAND

Composition—Grade 5

CATEGORY <i>I</i> GOAL	Range of Writing
ST ANDARD / ORGANIZER	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.5.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 5

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECT ATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.5.1.a.	Explain the function of conjunctions, prepositions and interjections in a grade-level text.

STRAND Language—Grade 5

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.

CATEGORY <i>I</i> GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

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

STRAND Language—Grade 5

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.

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

Kentucky Academic Standards Language Arts Grade 5 - Adopted: 2019

Reading Foundational Skills—Grade 5

STRAND

CATEGORY / Fluency GOAL STANDARD / RF.5.4. Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension. ORGANIZER EXPECTATION RF.5.4.a. Read grade-level text with purpose and understanding. EXPECTATION RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. STRAND Reading Standards for Informational Text—Grade 5 CATEGORY / Key Ideas and Details GOAL STANDARD / GP.R.2 Students will determine central ideas of a text and analyze their development; cite specific textual ORGANIZER evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text. EXPECTATION RI.5.2. Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking. STRAND Reading Standards for Informational Text—Grade 5

CATEGORY <i>I</i> GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i>I</i> GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.5.5.	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i>I</i> GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Integration of Knowledge and Ideas
	GP.R.9	Integration of Knowledge and Ideas Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
GOAL ST ANDARD /	GP.R.9 RI.5.9.	Students will analyze how two or more texts address similar themes or topics in order to build
GOAL STANDARD / ORGANIZER		Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
GOAL ST ANDARD / ORGANIZER EXPECTATION		Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Integrate information from several texts on the same theme or topic.
GOAL ST ANDARD / ORGANIZER EXPECTATION STRAND CATEGORY /		Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Integrate information from several texts on the same theme or topic. Reading Standards for Informational Text—Grade 5
GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CATEGORY / GOAL ST ANDARD /	RI.5.9.	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Integrate information from several texts on the same theme or topic. Reading Standards for Informational Text—Grade 5 Range of Reading and Level of Text Complexity Students will read, comprehend and analyze complex informational texts independently and
GOAL STANDARD / ORGANIZER EXPECTATION STRAND CATEGORY / GOAL STANDARD / ORGANIZER	RI.5.9.	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Integrate information from several texts on the same theme or topic. Reading Standards for Informational Text—Grade 5 Range of Reading and Level of Text Complexity Students will read, comprehend and analyze complex informational texts independently and proficiently. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and
GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECTATION	RI.5.9.	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Integrate information from several texts on the same theme or topic. Reading Standards for Informational Text—Grade 5 Range of Reading and Level of Text Complexity Students will read, comprehend and analyze complex informational texts independently and proficiently. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CAT EGORY / CAT EGORY /	RI.5.9.	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Integrate information from several texts on the same theme or topic. Reading Standards for Informational Text—Grade 5 Range of Reading and Level of Text Complexity Students will read, comprehend and analyze complex informational texts independently and proficiently. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently. Composition—Grade 5

INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Composition—Grade 5

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 5

CATEGORY/ GOAL	Production and Distribution
ST ANDARD / ORGANIZER	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION C.5.4. With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

Composition—Grade 5

CATEGORY/ GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.5.5.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

STRAND Composition—Grade 5

CATEGORY <i> </i> GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.5.6.	Summarize relevant information from experiences, or gather relevant information from multiple print and digital

sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

STRAND Composition—Grade 5

CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and

STRAND Language—Grade 5

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR L.5.1.a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.

STRAND

CATEGORY/

GOAL

Language—Grade 5

Knowledge of Language

audiences.

CATEGORY / GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.
STRAND		Language—Grade 5

ST ANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.

STRAND Lang

Language—Grade 5

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.

UNIT 7: INVENTIVE WRITING Week 16 Page 139-146

Kentucky Academic Standards

Language Arts

Grade 5 - Adopted: 2019

STRAND Composition—Grade 5

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.g.	Provide a concluding section.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY / GOAL		Text Types and Purposes
	GP.W.3	Text Types and Purposes Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
GOAL STANDARD /		Students will compose narratives to develop real or imagined experiences or events, using effective
GOAL ST ANDARD / ORGANIZER		Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or

STRAND Composition—Grade 5

CATEGORY/ GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND

Composition—Grade 5

editing, rewriting or trying a new approach.

CATEGORY/ GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND		Language—Grade 5
CATEGORY <i> </i> GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	
INDICATOR	L.5.1.a.	Explain the function of conjunctions, prepositions and interjections in a grade-level text.	
STRAND		Language—Grade 5	
CATEGORY / GOAL		Conventions of Standard English	
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	
EXPECTATION	L.5.2.	When writing:	
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.	
STRAND		Language—Grade 5	
CATEGORY/ GOAL		Knowledge of Language	
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.	
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.	
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.	
STRAND		Language—Grade 5	
CATEGORY / GOAL		Vocabulary Acquisition and Use	
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.	
EXPECTATION	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 an array of strategies.	
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.	
		UNIT 7: INVENTIVE WRITING Week 17 Page 147-152	
Kentucky Academic Standards			

Language Arts

Grade 5 - Adopted: 2019

STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

INDICATOR

C.5.1.f.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.g.	Provide a concluding section.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 5

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

STRAND Composition—Grade 5

editing, rewriting or trying a new approach.

CATEGORY/ GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

CATEGORY/ GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.5.1.a.	Explain the function of conjunctions, prepositions and interjections in a grade-level text.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.

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

STRAND

EXPECTATION L.5.3.

Language—Grade 5

CATEGORY <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

Use knowledge of language and its conventions when writing, speaking, reading or listening.

Language Arts

Grade 5 - Adopted: 2019

STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
INDICATOR	C.5.3.c.	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
INDICATOR	C.5.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Composition—Grade 5

CATEGORY <i>I</i> GOAL		Production and Distribution
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND Composition—Grade 5

CATEGORY <i>I</i> GOAL	Range of Writing
ST ANDARD / ORGANIZER	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.5.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND

Language—Grade 5

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECT ATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.5.1.a.	Explain the function of conjunctions, prepositions and interjections in a grade-level text.

STRAND Language—Grade 5

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
		Les underlining quatation marks av italias to indicate titles of works

INDICATOR L.5.2.d. Use underlining, quotation marks or italics to indicate titles of works.

STRAND

Language—Grade 5

CATEGORY <i>I</i> GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
STRAND		Language—Grade 5

CATEGORY / Vocabulary Acquisition and Use GOAL

ST ANDARD / ORGANIZER		Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176

Kentucky Academic Standards Language Arts

		Grade 5 - Adopted: 2019
STRAND		Reading Foundational Skills—Grade 5
CATEGORY/ GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.5.5.	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.

STRAND

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RI.5.9.	Integrate information from several texts on the same theme or topic.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 5
STRAND CATEGORY/ GOAL		Composition—Grade 5 Text Types and Purposes
CATEGORY /	GP.W.1	•
CATEGORY / GOAL STANDARD /		Text Types and Purposes Students will compose arguments to support claims in an analysis of substantive topics or texts,
CATEGORY / GOAL STANDARD / ORGANIZER		Text Types and Purposes Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the
CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION	C.5.1.	Text Types and Purposes Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and
CATEGORY / GOAL STANDARD / ORGANIZER EXPECT AT ION INDICATOR	C.5.1. C.5.1.a.	Text Types and Purposes Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION INDICATOR	C.5.1. C.5.1.a.	Text Types and Purposes Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION INDICATOR INDICATOR STRAND CATEGORY /	C.5.1. C.5.1.a.	Text Types and Purposes Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. Composition—Grade 5
CATEGORY / GOAL STANDARD / ORGANIZER EXPECTATION INDICATOR INDICATOR STRAND CATEGORY / GOAL STANDARD /	C.5.1.a. C.5.1.f. C.5.1.f.	Text Types and Purposes Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. Composition—Grade 5 Text Types and Purposes Students will compose informative and explanatory texts to examine and convey complex ideas clearly

ST ANDARD / ORGANIZER EXPECTATION STRAND CATEGORY / GOAL	C.5.5.	demonstrating understanding of the subject under investigation. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Composition—Grade 5 Research to Build and Present Knowledge
ORGANIZER		demonstrating understanding of the subject under investigation. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ORGANIZER		demonstrating understanding of the subject under investigation. Conduct short research projects that use several sources to build knowledge through investigation of different
	GP.W.5	
	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions,
CATEGORY/ GOAL		Research to Build and Present Knowledge
STRAND		Composition—Grade 5
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
ST ANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
CATEGORY/ GOAL		Production and Distribution
STRAND		Composition—Grade 5
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
CATEGORY/ GOAL		Text Types and Purposes
STRAND		Composition—Grade 5
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
		formatting, illustrations and multimedia when useful to aiding comprehension.

EXPECTATION C.5.6. Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

STRAND Composition—Grade 5

CATEGORY <i>I</i> GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.5.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 5

ST ANDARD / ORGANIZERGP.L.1Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.EXPECTATIONL.5.1.When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.	CATEGORY <i>I</i> GOAL		Conventions of Standard English
		GP.L.1	
	EXPECTATION	L.5.1.	

INDICATOR L.5.1.a. Explain the function of conjunctions, prepositions and interjections in a grade-level text.

STRAND Language—Grade 5

CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER		Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:

INDICATOR L.5.2.d. Use underlining, quotation marks or italics to indicate titles of works.

STRAND Language—Grade 5

CATEGORY / GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

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

STRAND Language—Grade 5

CATEGORY/ GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER		Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR 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.

INDICATOR L.5.4.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

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

Kentucky Academic Standards

Language Arts

Grade 5 - Adopted: 2019

GOAL

Reading Foundational Skills—Grade 5

STRAND		Reading Foundational Skills—Grade 5
CATEGORY / GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.5.5.	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY /		Craft and Structure

ST ANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY / GOAL		Integration of Knowledge and Ideas
ST ANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
EXPECTATION	RI.5.9.	Integrate information from several texts on the same theme or topic.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND		Composition—Grade 5
CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.

INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 5

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

STRAND Composition—Grade 5

CATEGORY <i>I</i> GOAL	Production and Distribution
ST ANDARD / ORGANIZER	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION C.5.4. With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND Composition—Grade 5

CATEGORY <i> </i> GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.5.5.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

STRAND Com

Composition—Grade 5

CATEGORY / GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXDECTATION	CEG	Summarize relevant information from experiences, or gether relevant information from multiple print and digital

EXPECTATION C.5.6. Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

CATEGORY/ GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.5.1.a.	Explain the function of conjunctions, prepositions and interjections in a grade-level text.
STRAND		Language—Grade 5
CATEGORY <i> </i> GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
STRAND		Language—Grade 5
CATEGORY <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

EXPECTATION 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 an array of strategies.

INDICATOR 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.

INDICATOR L.5.4.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

Kentucky Academic Standards Language Arts Grade 5 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 5
CATEGORY <i>I</i> GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i>I</i> GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.5.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i>I</i> GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i>I</i> GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.5.5.	Compare/contrast the overall structure of events, ideas, concepts or information in two or more texts.
STRAND		Reading Standards for Informational Text—Grade 5
CATEGORY <i>I</i> GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent.

Inferencing, summarizing, symflesizing, using pror knowledge, determining importance) to read, comprehend a analyze grade-level appropriate, complex informational texts independently and proteiently. STRAND Composition—Grade 5 CATEGORY/ GOAL Text Types and Purposes STRAND Composition pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. INDICATOR C.5.1. COMPOSITION C.5.1. Composition-Grade 5 CATEGORY/ C.5.1. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. INDICATOR C.5.1. Vith guidance and support fom peers and adults, develop and strengthen writing as needed by planning, revieeding, rewriting or trying a new approach. STRAND Composition—Grade 5 CATEGORY/ Text Types and Purposes GOAL GOAL STRAND Composition—Grade 5 CATEGORY/ Text Types and Purposes GOAL Students will compose informative and explanatory texts to examine and convey complex ideas of and accurately through the effective selection, organization and analysis of outent. EXPECTATION C.5.2. Compose informative and/or explanatory texts, using writing and digital r			
ORGANIZER Invegrate information from several texts on the same theme or topic. EXPECTATION RE5.9. Integrate informational Text—Grade 5 CATEGORYI Reading standards for informational Text—Grade 5 CATEGORYI OP.R.10. Students will read, comprehend and analyze complex informational texts independently and organization are appropriate. Comprehend and analyze comprehension stategies (e.e., questioning, monitoring, visualize inferencing, summazing, synthesizing, using prior knowledge, determining importance) to read, comprehend a analyze grade-level appropriate, complex informational texts independently and proficiently. STRAND Composition—Grade 5 CATEGORYI Text Types and Purposes STRAND Composition—Grade 5 CATEGORYI Text Types and Purposes STRAND Composition—Grade 5 CATEGORYI Students will reasons and information. STRAND Compose opinion pieces, using writing and digital resources, on topics or texts, support intext, support intext, supporting the will reasons and information. NDICATOR C.5.1. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the will reasons and information. NDICATOR C.5.1. Poduce clear and coherent writing in which the development and organization are appropriate to task, purposes CATEGORYI			Integration of Knowledge and Ideas
STRAND Reading Standards for Informational Text—Grade 5 CATEGORY1 Range of Reading and Level of Text Complexity STANDARD (OP.R.10) Students will read, comprehend and analyze complex informational texts independently and proficiently. EXPECTATION RI5.0. By the end of the year, flexibly use a vanety of comprehension strategies (e., questioning, monitoring, visualizing, synthesizing, supmatrizing, synthesizing, supmatrizing, determining impronoved expendently and proficiently. STRAND Composition—Grade 5 CATEGORY1 Text Types and Purposes STANDARD (OP.W.L.) Students will compose arguments to support claims in an analysis of substantive topics or texts. STANDARD (OP.W.L.) Students will compose arguments to support claims in an analysis of substantive topics or texts. STANDARD (OP.W.L.) Students will compose arguments to support claims in an analysis of substantive topics or texts. STANDARD (OP.W.L.) Students will compose arguments to support claims in an analysis of substantive topics or texts. NDICATOR C.5.1 Compose opinion pices, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. NDICATOR C.5.1 With gudance and support from peers and adults, develop and strengthen writing as needed by planning, reviending or bying a new approach. STRAND Composition—Grade 5		GP.R.9	
CATEGORY / GOAL Range of Reading and Level of Text Complexity STANDARD / ORGANIZER GP.R.10 Students will read, comprehend and analyze complex informational texts independently and proficiently. EXPECTATION RI5.10. By the end of the year, flexibly use a variety of comprehendion strategies (e.e., guestioning, monitoring, visualizi analyze grade-level appropriate, complex informational texts independently and proficently. STRAND Composition—Grade 5 CATEGORY / ORGANIZER Text Types and Purposes STANDARD / ORGANIZER GP.W.1 Students will compose arguments to support claims in an analysis of substantive topics or texts suing valid reasoning and relevant and sufficient evidence. EXPECTATION C.5.1. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. INDICATOR C.5.1. Vith guidance and support from peers and adults, develop and strengthen writing as needed by planning, revi editing, rewriting or bying a new approach. STANDARD / ORGANIZER GP.W.2 Standard / GRA Text Types and Purposes CATEGORY / GRA Text Types and Purposes STANDARD / ORGANIZER GP.W.2 Standard / GRA Text Types and Purposes CATEG	EXPECTATION	RI.5.9.	Integrate information from several texts on the same theme or topic.
GOAL GPR.10 Students will read, comprehend and analyze complex informational texts independently and proficiently. EXPECTATION RIS.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualize interencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend a analyze grade-level appropriate, complex informational texts independently and proficiently. STRAND Composition—Grade 5 CATEGORY/ GPM.1 Strate of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualize interencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend a analyze grade-level appropriate, complex informational texts independently and proficiently. STANDADD Composition—Grade 5 CATEGORY/ GPM.1 Strate of the year, flexibly use a variety of domprehension strategies of substantive topics or texts, supporting the writer's perspective with reasons and information. INDICATOR C.5.1. Compose opinion pieces, using writing and duits, develop and strengthen writing as needed by planning, revi STANDARDD Composition—Grade 5 Catteory/ CATEGORY/ Composition—Grade 5 CATEGORY/ Text Types and Purposes STANDARDD Composition—Grade 5 CATEGORY/ Text Types and Purposes	STRAND		Reading Standards for Informational Text—Grade 5
ORGANIZER proficiently. EXPECTATION RIS.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizi interencing, summazing, synthesizing, using pror knowledge, determining importance) to read, comprehend a analyze grade-level appropriate, complex informational texts independently and proficiently. STRAND Composition—Grade 5 CATEGORY/ Text Types and Purposes STANDARD / GP.W.1 Students will compose arguments to support claims in an analysis of substantive topics or texts or GAALIZER EXPECTATION C.5.1. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. INDICATOR C.5.1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.1.1 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, reviteding, rewiting or trying a new approach. STRAND Composition—Grade 5 CATEGORY/ Text Types and Purposes CATEGORY/ Text Types and Purposes CATEGORY/ Students will compose informative and/or explanatory texts to examine and convey complex ideas clain a coursely endertive add/or explanatory texts, using writing and digital resources, to examine at and accurately t			Range of Reading and Level of Text Complexity
inferencing, summarizing, symbasizing, using prior knowledge, determining importance) to read, comprehend a analyze grade-level appropriate, complex informational texts independently and proteicently. STRAND Composition—Grade 5 CATEGORY/ GP.W.1 Students will compose arguments to support claims in an analysis of substantive topics or texts or GRANIZER GPARANZER GP.W.1 Students will compose arguments to support claims in an analysis of substantive topics or texts or GRANIZER EXPECTATION C.5.1. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. INDICATOR C.5.1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.1.1 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revise editing, rewriting or trying a new approach. STANDARD / Composition—Grade 5 CATEGORY / I Text Types and Purposes CALECORY / GOAL GP.W.2 Students will compose informative and explanatory texts to examine and convey complex ideas claims or analysis of content. EXPECTATION C.5.2. Compose informative and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.2. Compose informative and coherent writing in which the development and organ		GP.R.10	
CATEGORY/ GOAL Text Types and Purposes STANDARD / ORGANIZER GP.W.1 Students will compose arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. EXPECTATION C.5.1. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. INDICATOR C.5.1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revis editing, rewriting or bying a new approach. STRAND Composition—Grade 5 CATEGORY/ GOAL GP.W.2 Students will compose informative and explanatory texts to examine and convey complex ideas cl and accurately through the effective selection, organization and analysis of content. EXPECTATION C.5.2. Compose informative and/or explanatory texts, using writing and digital resources, to examine at and convey ideas and information clearly. INDICATOR C.5.2. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.2.b. Introduce a topic clearly, provide a general observation and focus and group related information logically; inclu formating, illustrations and multimedia when useful to aiding comprehension.	EXPECTATION	RI.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
GOAL Even shows and process and provide and support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. EXPECTATION C.5.1. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. INDICATOR C.5.1.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.1.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.1.a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revited ting, rewriting or trying a new approach. STRAND Composition—Grade 5 CATEGORY/I Text Types and Purposes STANDARD / ORGAL GP.W.2 Students will compose informative and explanatory texts to examine and convey complex ideas cland convey ideas and information clearly. INDICATOR C.5.2. Compose informative and/or explanatory texts, using writing and digital resources, to examine a tand convey ideas and information clearly. INDICATOR C.5.2.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.2.b. Introduce a topic clear	STRAND		Composition—Grade 5
ORGANIZER using valid reasoning and relevant and sufficient evidence. EXPECTATION C.5.1. Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information. INDICATOR C.5.1.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revie editing, rewriting or trying a new approach. STRAND Composition—Grade 5 CATEGORY/ GOAL GP.W.2 Students will compose informative and explanatory texts to examine and convey complex ideas cl and accurately through the effective selection, organization and analysis of content. EXPECTATION C.5.2. Compose informative and/or explanatory texts, using writing and digital resources, to examine a tand convey ideas and information clearly. INDICATOR C.5.2. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.2.b. Introduce a topic clearly, provide a general observation and focus and group related information logically; inclust formating, illustrations and multimedia when useful to aiding comprehension. INDICATOR C.5.2.c. Develop the topic with facts, definitions, concrete details, quotations or other informat			Text Types and Purposes
INDICATOR C.5.1.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.1.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revise editing, rewriting or trying a new approach. STRAND Composition—Grade 5 CATEGORY / GOAL Text Types and Purposes STANDARD / ORGANIZER GP.W.2 Students will compose informative and explanatory texts to examine and convey complex ideas cl and accurately through the effective selection, organization and analysis of content. EXPECT ATION C.5.2. Compose informative and/or explanatory texts, using writing and digital resources, to examine a t and convey ideas and information clearly. INDICATOR C.5.2.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.2.b. Introduce a topic clearly, provide a general observation and focus and group related information logically; inclu formating, illustrations and multimedia when useful to aiding comprehension. INDICATOR C.5.2.f. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related topic.		GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
audience. audience. INDICATOR C.5.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revise editing, rewriting or trying a new approach. STRAND Composition—Grade 5 CATEGORY/ GOAL Text Types and Purposes STANDARD / ORGANIZER GP.W.2 Students will compose informative and explanatory texts to examine and convey complex ideas cl and accurately through the effective selection, organization and analysis of content. EXPECTATION C.5.2. Compose informative and/or explanatory texts, using writing and digital resources, to examine a t and convey ideas and information clearly. INDICATOR C.5.2.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.2.b. Introduce a topic clearly, provide a general observation and focus and group related information logically; inclu formating, illustrations and multimedia when useful to aiding comprehension. INDICATOR C.5.2.c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related topic. INDICATOR C.5.2.1. Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR C.5.2.1. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revis	EXPECTATION	C.5.1.	
editing, rewriting or trying a new approach. STRAND Composition—Grade 5 CATEGORY/ Text Types and Purposes STANDARD / GP.W.2 Students will compose informative and explanatory texts to examine and convey complex ideas cl and accurately through the effective selection, organization and analysis of content. EXPECTATION C.5.2. Compose informative and/or explanatory texts, using writing and digital resources, to examine a t and convey ideas and information clearly. INDICATOR C.5.2.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.2.b. INTroduce a topic clearly, provide a general observation and focus and group related information logically; inclu formating, illustrations and multimedia when useful to aiding comprehension. INDICATOR C.5.2.c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related topic. INDICATOR C.5.2.f. Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR C.5.2.h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revise	INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
CATEGORY / GOAL Text Types and Purposes STANDARD / ORGANIZER GP.W.2 Students will compose informative and explanatory texts to examine and convey complex ideas of and accurately through the effective selection, organization and analysis of content. EXPECTATION C.5.2. Compose informative and/or explanatory texts, using writing and digital resources, to examine a fand convey ideas and information clearly. INDICATOR C.5.2.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.2.b. Introduce a topic clearly, provide a general observation and focus and group related information logically; inclu formatting, illustrations and multimedia when useful to aiding comprehension. INDICATOR C.5.2.c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related topic. INDICATOR C.5.2.f. Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR C.5.2.h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revise	INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
GOAL Goal Goal Goal Goal ST ANDARD / ORGANIZER GP.W.2 Students will compose informative and explanatory texts to examine and convey complex ideas of and accurately through the effective selection, organization and analysis of content. EXPECT AT ION C.5.2. Compose informative and/or explanatory texts, using writing and digital resources, to examine a and convey ideas and information clearly. INDICATOR C.5.2.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.2.b. Introduce a topic clearly, provide a general observation and focus and group related information logically; inclu- formatting, illustrations and multimedia when useful to aiding comprehension. INDICATOR C.5.2.c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related topic. INDICATOR C.5.2.f. Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR C.5.2.h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revise	STRAND		Composition—Grade 5
ORGANIZER and accurately through the effective selection, organization and analysis of content. EXPECT ATION C.5.2. Compose informative and/or explanatory texts, using writing and digital resources, to examine a tand convey ideas and information clearly. INDICATOR C.5.2.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.2.b. Introduce a topic clearly, provide a general observation and focus and group related information logically; inclust formatting, illustrations and multimedia when useful to aiding comprehension. INDICATOR C.5.2.c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related topic. INDICATOR C.5.2.f. Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR C.5.2.h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revised and support from peers and adults, develop and strengthen writing as needed by planning, revised and adults.			Text Types and Purposes
INDICATOR C.5.2.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose audience. INDICATOR C.5.2.b. Introduce a topic clearly, provide a general observation and focus and group related information logically; incluformating, illustrations and multimedia when useful to aiding comprehension. INDICATOR C.5.2.c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related topic. INDICATOR C.5.2.f. Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR C.5.2.h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revised and strengthend writing as nee		GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
audience. audience. INDICATOR C.5.2.b. Introduce a topic clearly, provide a general observation and focus and group related information logically; inclutormating, illustrations and multimedia when useful to aiding comprehension. INDICATOR C.5.2.c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related topic. INDICATOR C.5.2.f. Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR C.5.2.h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revised adults, develop and strengthen writing as needed by planning, revised adults, develop and strengthen writing as needed by planning, revised adults, develop and strengthen writing as needed by planning, revised adults, develop and strengthen writing as needed by planning, revised adults, develop and strengthen writing as needed by planning, revised adults, develop and strengthen writing as needed by planning, revised adults, develop and strengthen writing as needed by planning, revised adults, develop and strengthen writing as needed by planning, revised adults, develop and strengthen writing as needed by planning, revised adults, develop and strengthen writing as needed by planning, revised adults, develop and strengthen writing as needed by planning, revised adults, develop ad	EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR C.5.2.c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related topic. INDICATOR C.5.2.f. Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR C.5.2.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revised	INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR C.5.2.f. Use precise language and domain-specific vocabulary to inform about or explain the topic. INDICATOR C.5.2.h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revised in the topic of the precise form peers and adults, develop and strengthen writing as needed by planning, revised in the topic of the precise form peers and adults, develop and strengthen writing as needed by planning, revised in the precised	INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR C.5.2.h. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revision	INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
	INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
editing, rewriting or trying a new approach.	INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
STRAND		Composition—Grade 5
CATEGORY / GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION	C.5.5.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STRAND		Composition—Grade 5
CATEGORY / GOAL		Research to Build and Present Knowledge
ST ANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.5.6.	Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.5.1.a.	Explain the function of conjunctions, prepositions and interjections in a grade-level text.

STRAND Language—Grade 5

CATEGORY / GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER		Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.

STRAND Language—Grade 5

CATEGORY / GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.

STRAND Language—Grade 5

CATEGORY <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232

Kentucky Academic Standards

Language Arts

Grade 5 - Adopted: 2019

STRAND

Reading Foundational Skills—Grade 5

CATEGORY/ GOAL		Fluency
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.

EXPECTATION RF.5.4.a. Read grade-level text with purpose and understanding.

EXPECTATION RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND Reading Standards for Literature—Grade 5

CATEGORY/ GOAL		Key Ideas and Details
	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite

STRAND

EXPECTATION

RI 5.2

Reading Standards for Literature—Grade 5

relevant implicit and explicit evidence to support thinking.

CATEGORY / GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RL.5.4.	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.

STRAND

Reading Standards for Literature—Grade 5

CATEGORY <i>I</i> GOAL	Craft and Structure
ST ANDARD / ORGANIZER	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RL.5.5. Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.

STRAND

Reading Standards for Literature—Grade 5

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
EVERATION		

EXPECTATION RL.5.6. Describe how a narrator's or speaker's perspective influences how events are described.

STRAND

Reading Standards for Literature—Grade 5

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.
EXPECTATION	RL.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

STRAND

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
STRAND CATEGORY/ GOAL		Composition—Grade 5 Text Types and Purposes
CATEGORY /	GP.W.3	•
CATEGORY / GOAL		Text Types and Purposes Students will compose narratives to develop real or imagined experiences or events, using effective
CATEGORY / GOAL ST ANDARD / ORGANIZER		Text Types and Purposes Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or
CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION	C.5.3.	Text Types and Purposes Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and
CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR	C.5.3. C.5.3.a.	Text Types and Purposes Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR	C.5.3. C.5.3.a. C.5.3.b.	Text Types and Purposes Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the
CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR INDICATOR	C.5.3. C.5.3.a. C.5.3.b. C.5.3.c.	Text Types and Purposes Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.
CATEGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR INDICATOR INDICATOR INDICATOR	C.5.3.a. C.5.3.b. C.5.3.c. C.5.3.e.	Text Types and Purposes Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences. Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure. Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely.

CATEGORY/ GOAL		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.5.1.a.	Explain the function of conjunctions, prepositions and interjections in a grade-level text.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / ORGANIZER	GP.L.3	Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Vocabulary Acquisition and Use

ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

UNIT 9: FORMAL CRITIQUE Week 23 Page 233-244

Kentucky Academic Standards

Language Arts

Grade 5 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 5	
CATEGORY/ GOAL		Fluency	
ST ANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.	
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding.	
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

STRAND

Reading Standards for Literature—Grade 5

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.5.2.	Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.

Reading Standards for Literature—Grade 5

CATEGORY <i> </i> GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RL.5.4.	Determine the meaning of words and phrases as they are used in a text, including but not limited to allusions found in mythology, and analyze how those words and phrases shape meaning.

STRAND Reading Standards for Literature—Grade 5

CATEGORY/ GOAL	Craft and Structure
ST ANDARD / ORGANIZER	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION RL.5.5. Analyze and explain the overall structure of poems, stories and dramas in two or more texts, including but not limited to linear, nonlinear and circular structures.

STRAND		Reading Standards for Literature—Grade 5	
CATEGORY / GOAL		Craft and Structure	
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.	
EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's perspective influences how events are described.	
STRAND		Reading Standards for Literature—Grade 5	
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity	
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.	
EXPECTATION	RL.5.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	
STRAND		Composition—Grade 5	
CATEGORY / GOAL		Text Types and Purposes	
ST ANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.	
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	
STRAND		Composition—Grade 5	
CATEGORY / GOAL		Text Types and Purposes	
ST ANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.	
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.	
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	
STRAND		Composition—Grade 5	

CATEGORY/ GOAL		Text Types and Purposes	
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.	
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.	
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	
INDICATOR	C.5.3.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.	
INDICATOR	C.5.3.c.	Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.	
INDICATOR	C.5.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
INDICATOR	C.5.3.f.	Provide a conclusion that follows the narrated experiences or events.	
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	
STRAND		Composition—Grade 5	
CATEGORY/ GOAL		Production and Distribution	
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.	
EXPECTATION	C.5.4.	With limited guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.	
STRAND			
		Composition—Grade 5	
CATEGORY/ GOAL		Composition—Grade 5 Range of Writing	
	GP.W.7	·	
GOAL ST ANDARD /	GP.W.7 C.5.7.	Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks,	
GOAL STANDARD / ORGANIZER		Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and	
GOAL ST ANDARD / ORGANIZER EXPECTATION		Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	
GOAL ST ANDARD / ORGANIZER EXPECTATION STRAND CATEGORY /		Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 5	
GOAL ST ANDARD / ORGANIZER EXPECTATION STRAND CATEGORY / GOAL ST ANDARD /	C.5.7. GP.L.1	Range of Writing Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. Language—Grade 5 Conventions of Standard English Students will demonstrate command of the conventions of standard English grammar and usage when	

Language—Grade 5

CATEGORY / GOAL		Conventions of Standard English
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.5.2.	When writing:
INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.
STRAND		Language—Grade 5
CATEGORY / GOAL		Knowledge of Language

ST ANDARD / ORGANIZER		Students will 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.
EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

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

STRAND		Language—Grade 5
CATEGORY/ GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
EXPECT AT ION	L.5.4. L.5.4.a.	

UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245

Kentucky Academic Standards Language Arts

Grade 5 - Adopted: 2019

Reading Standards for Informational Text—Grade 5

ST	RAND

CATEGORY / GOAL		Craft and Structure
ST ANDARD / ORGANIZER	GP.R.4	Students will 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.
EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.
STRAND		Composition—Grade 5
CATEGORY/ GOAL		Text Types and Purposes

STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.5.1.	Compose opinion pieces, using writing and digital resources, on topics or texts, supporting the writer's perspective with reasons and information.
INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.5.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.2.b.	Introduce a topic clearly, provide a general observation and focus and group related information logically; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.5.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.5.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
STRAND		Composition—Grade 5
CATEGORY <i>I</i> GOAL		Range of Writing
ST ANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.5.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND		Language—Grade 5
CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.5.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.