

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

STRAND **Reading Foundational Skills—Grade 5**

CATEGORY / 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 Informational Text—Grade 5**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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
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
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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
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		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.
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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.
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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.
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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.
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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.
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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
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.
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EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Reading Standards for Informational Text—Grade 5**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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.
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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
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.

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.
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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**Kentucky Academic Standards
Language Arts
Grade 5 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 5

CATEGORY / 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.
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EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND Reading Standards for Informational Text—Grade 5

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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.
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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
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.

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.
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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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.
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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 / 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.
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EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND Reading Standards for Literature—Grade 5

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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.
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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 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 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
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.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.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
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.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 / 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 5 Page 45-52

**Kentucky Academic Standards
Language Arts
Grade 5 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 5

CATEGORY / 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
STANDARD / 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 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 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
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.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.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
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.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 / 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.

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Kentucky Academic Standards**Language Arts**

Grade 5 - Adopted: 2019

STRAND **Reading Foundational Skills—Grade 5**

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

Kentucky Academic Standards
Language Arts
Grade 5 - Adopted: 2019

STRAND **Reading Foundational Skills—Grade 5**

CATEGORY / 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 Informational Text—Grade 5**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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
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.
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.
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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
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
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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.
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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
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.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 / 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.

STRAND **Reading Foundational Skills—Grade 5**

CATEGORY / 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 Informational Text—Grade 5**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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
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.

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.
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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
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
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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.
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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
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.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 / 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.

STRAND **Reading Foundational Skills—Grade 5**

CATEGORY / 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 Informational Text—Grade 5**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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
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.

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.
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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
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
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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.
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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
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.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 / 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.

STRAND **Reading Foundational Skills—Grade 5**

CATEGORY / 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 Informational Text—Grade 5**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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
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.

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.
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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
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		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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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
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STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
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EXPECTATION	L.5.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
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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
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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EXPECTATION	L.5.2.	When writing:
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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
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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.
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EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
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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
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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.
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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.
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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.

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Language Arts
 Grade 5 - Adopted: 2019

STRAND **Reading Foundational Skills—Grade 5**

CATEGORY / 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 Informational Text—Grade 5**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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
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.

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
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		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.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
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 / 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.
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STRAND Reading Foundational Skills—Grade 5

CATEGORY / 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		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
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.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.
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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.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
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.
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
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 / 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.

STRAND Reading Foundational Skills—Grade 5

CATEGORY / 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.
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EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Reading Standards for Informational Text—Grade 5**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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.
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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.
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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.
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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.
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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.
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STRAND **Reading Standards for Informational Text—Grade 5**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
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STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
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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.
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STRAND **Composition—Grade 5**

CATEGORY / GOAL		Text Types and Purposes
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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.
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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.
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INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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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.
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STRAND **Composition—Grade 5**

CATEGORY / GOAL		Text Types and Purposes
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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.
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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.
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INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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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.
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INDICATOR	C.5.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
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INDICATOR	C.5.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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.
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STRAND **Composition—Grade 5**

CATEGORY / GOAL		Text Types and Purposes
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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.
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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.
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INDICATOR	C.5.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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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.
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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.
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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 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.
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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.
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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.
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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.
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INDICATOR	L.5.1.a.	Explain the function of conjunctions, prepositions and interjections in a grade-level text.
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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
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
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.

**Kentucky Academic Standards
Language Arts
Grade 5 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 5

CATEGORY / 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 Informational Text—Grade 5

CATEGORY / GOAL		Key Ideas and Details
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STANDARD / 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.
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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		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 / 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

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
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
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STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
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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
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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.
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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
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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.
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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
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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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
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STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
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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
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
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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 / 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 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

**Kentucky Academic Standards
Language Arts
Grade 5 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 5

CATEGORY / 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 Informational Text—Grade 5

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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		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 / 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

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
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
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 **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
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
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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
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.
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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 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
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.
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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.
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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
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		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.
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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
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
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.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 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.
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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.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
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		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
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
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.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.

Language Arts

Grade 5 - Adopted: 2019

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.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.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
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
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 / GOAL		Vocabulary Acquisition and Use
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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.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.

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Kentucky Academic Standards
Language Arts
Grade 5 - Adopted: 2019

STRAND Reading Foundational Skills—Grade 5

CATEGORY / 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 Informational Text—Grade 5

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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		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 / 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

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
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
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 **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.
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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.
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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.
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INDICATOR	L.5.1.a.	Explain the function of conjunctions, prepositions and interjections in a grade-level text.
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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:
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INDICATOR	L.5.2.d.	Use underlining, quotation marks or italics to indicate titles of works.
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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.
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INDICATOR	L.5.3.a.	Expand, combine and reduce sentences for meaning, reader/listener interest and style.
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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.
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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.

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Language Arts
Grade 5 - Adopted: 2019

STRAND Reading Foundational Skills—Grade 5

CATEGORY / 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 Informational Text—Grade 5

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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		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
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STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.
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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

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
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
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 **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
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
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
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.

**Kentucky Academic Standards
Language Arts
Grade 5 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 5

CATEGORY / 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 Informational Text—Grade 5

CATEGORY / GOAL		Key Ideas and Details
STANDARD / 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		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 / 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

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
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
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 **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
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
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
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.

STRAND Reading Foundational Skills—Grade 5

CATEGORY / 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
STANDARD / 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 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 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
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.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.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		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
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
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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.

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**Kentucky Academic Standards
Language Arts
Grade 5 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 5

CATEGORY / 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
STANDARD / 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	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	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.
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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.
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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.
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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.
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INDICATOR	C.5.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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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.
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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.
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INDICATOR	C.5.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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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.
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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.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		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
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
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.

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**Kentucky Academic Standards
Language Arts
Grade 5 - Adopted: 2019**

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 Composition—Grade 5

CATEGORY / GOAL		Text Types and Purposes
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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
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		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.
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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.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.
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