Main Criteria: Structure and Style for Students

Secondary Criteria: Massachusetts Curriculum Frameworks

Subject: Language Arts

Grade: 5

### Structure and Style for Students

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

### Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

FOCUS /
COLIBSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas

# CONCEPT/ SKILL

FOCUS /

**COURSE** 

STANDARD /

R.PK-

as in words.

12.7.

# R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well

#### FOCUS / COURSE

### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

#### FOCUS / COURSE

STRAND
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STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.5.5.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency

STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.5.	Grade 5 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
FOCUS / COURSE	SL.5.	Grade 5 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Skills
STANDARD / CONCEPT / SKILL	SL.5.4.	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

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

# Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

# FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

# FOCUS / COURSE

## R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD /	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
SKILL		

#### FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

# FOCUS / COURSE

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# FOCUS / COURSE

### L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

# FOCUS / COURSE

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.5.5.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]

STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).

FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.5.	Grade 5 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STRAND STANDARD / CONCEPT / SKILL	SL.5.1.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD / CONCEPT /	<b>SL.5.1.</b> SL.5.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD / CONCEPT / SKILL		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual
ST ANDARD / CONCEPT / SKILL	SL.5.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR	SL.5.1.a. SL.5.1.b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  Follow agreed-upon rules for discussions and carry out assigned roles.
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  INDICATOR	SL.5.1.a. SL.5.1.b. SL.5.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  INDICATOR  FOCUS / COURSE	SL.5.1.a. SL.5.1.b. SL.5.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Grade 5 Speaking and Listening Standards [SL]
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  INDICATOR  FOCUS / COURSE  ST RAND  STANDARD / CONCEPT /	SL.5.1.a. SL.5.1.b. SL.5.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Grade 5 Speaking and Listening Standards [SL]  Presentation of Knowledge and Skills  Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific

STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

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

Massachusetts Curriculum Frameworks
Language Arts

Grade 5 - Adopted: 2017

FOCUS / COURSE  $\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading } \\$ 

STRAND Craft and Structure	
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STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STRAND

Range of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.5.5.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
ST ANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.5.	Grade 5 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
FOCUS / COURSE	SL.5.	Grade 5 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Skills
STANDARD / CONCEPT / SKILL	SL.5.4.	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
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### Massachusetts Curriculum Frameworks Language Arts

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# FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

# FOCUS / COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

# FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

# FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

# FOCUS / COURSE

#### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT /	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

# FOCUS / COURSE

### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

# FOCUS / COURSE

### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

# FOCUS / COURSE

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.
STANDARD / CONCEPT / SKILL	RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.5.4.	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
STANDARD / CONCEPT / SKILL	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.5.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
ST ANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
COURSE		

STRAND		Text Types and Purposes		
STANDARD / CONCEPT / SKILL	W.5.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.		
INDICATOR	W.5.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.		
INDICATOR	W.5.3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show esponses to situations.		
INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.		
INDICATOR	W.5.3.e.	Provide a sense of closure appropriate to the narrated experiences or events.		
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]		
STRAND		Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)		
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]		
STRAND		Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).		
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]		
STRAND		Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]		
STRAND		Research to Build and Present Knowledge		
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.		

FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.5.	Grade 5 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
FOCUS /	SL.5.	Grade 5 Speaking and Listening Standards [SL]
COURSE		
STRAND		Presentation of Knowledge and Skills
	SL.5.4.	Presentation of Knowledge and Skills  Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
STRAND STANDARD / CONCEPT /	SL.5.4. L.5.	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific
STRAND  STANDARD / CONCEPT / SKILL  FOCUS /		Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE		Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)  Grade 5 Language Standards [L]
STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	L.5.	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by
STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL	L.5.	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  INDICATOR	L.5.1.	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  Sentence Structure and Meaning
STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  INDICATOR  EXPECTATION	L.5.1. L.5.1.b.	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  Sentence Structure and Meaning  Recognize and correct inappropriate shifts in verb tense.
STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  INDICATOR  EXPECTATION  FOCUS / COURSE	L.5.1. L.5.1.b.	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  Sentence Structure and Meaning  Recognize and correct inappropriate shifts in verb tense.  Grade 5 Language Standards [L]

FOCUS / COURSE	L.5.	rade 5 Language Standards [L]		
STRAND		Knowledge of Language		
STANDARD / CONCEPT / SKILL	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.		
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]		
STRAND		Vocabulary Acquisition and Use		
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
CONCEPT /	<b>L.5.4.</b> L.5.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade		
CONCEPT I		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		

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### Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

# FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS /	R.PK-12.	College and Career Readiness Anchor Standards for Reading

# FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE

STRAND Craft and Structure
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STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as we as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT /	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
SKILL		
	W.PK-12.	College and Career Readiness Anchor Standards for Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12	. College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.
STANDARD / CONCEPT / SKILL	RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.5.4.	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
STANDARD / CONCEPT / SKILL	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.5.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
ST ANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.

FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
COURSE		

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.5.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.5.3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
INDICATOR	W.5.3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]	
STRAND		Range of Writing	
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
FOCUS / COURSE	SL.5.	Grade 5 Speaking and Listening Standards [SL]	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.	
INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]	
STRAND		Conventions of Standard English	
STRAND STANDARD / CONCEPT / SKILL	L.5.1.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
STANDARD / CONCEPT /	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by	
STANDARD / CONCEPT / SKILL	<b>L.5.1.</b> L.5.1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
STANDARD / CONCEPT / SKILL INDICATOR		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  Sentence Structure and Meaning	
STANDARD / CONCEPT / SKILL  INDICATOR  EXPECTATION	L.5.1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  Sentence Structure and Meaning  Recognize and correct inappropriate shifts in verb tense.	
STANDARD / CONCEPT / SKILL  INDICATOR  EXPECTATION  FOCUS / COURSE	L.5.1.b.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  Sentence Structure and Meaning  Recognize and correct inappropriate shifts in verb tense.  Grade 5 Language Standards [L]	
STANDARD / CONCEPT / SKILL  INDICATOR  EXPECTATION  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	L.5.1.b. L.5.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  Sentence Structure and Meaning  Recognize and correct inappropriate shifts in verb tense.  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and	
STANDARD / CONCEPT / SKILL  INDICATOR  EXPECTATION  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL	L.5.1.b. L.5.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  Sentence Structure and Meaning  Recognize and correct inappropriate shifts in verb tense.  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
ST ANDARD / CONCEPT / SKILL  INDICATOR  EXPECTATION  FOCUS / COURSE  ST RAND  ST ANDARD / CONCEPT / SKILL  INDICATOR  FOCUS /	L.5.1.b. L.5. L.5. L.5.2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  Sentence Structure and Meaning  Recognize and correct inappropriate shifts in verb tense.  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.	
STANDARD / CONCEPT / SKILL  INDICATOR  EXPECTATION  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  INDICATOR  FOCUS / COURSE	L.5.1.b. L.5. L.5. L.5.2.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  Sentence Structure and Meaning  Recognize and correct inappropriate shifts in verb tense.  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Grade 5 Language Standards [L]	

INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]	
STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
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.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
INDICATOR	L.5.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).	
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).	
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60	

### Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

# FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

# FOCUS / COURSE

### $\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading } \\$

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

#### FOCUS / COURSE

STRAND Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS /	W.PK-12.	College and Career Readiness Anchor Standards for Writing

# FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing COURSE

STRAND	Range of Writing

STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writ	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Knowledge of Language	
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language	
STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]	
STRAND		Key Ideas and Details	
STANDARD / CONCEPT / SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.	

STANDARD / CONCEPT / SKILL	RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]	
STRAND		Craft and Structure	
STANDARD / CONCEPT / SKILL	RL.5.4.	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)	
STANDARD / CONCEPT / SKILL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
STANDARD / CONCEPT / SKILL	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.	
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]	
STRAND		Integration of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.	
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]	
STRAND		Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	RL.5.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.	
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]	
STRAND		Fluency	
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.	
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.	
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]	
STRAND		Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.5.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.	

INDICATOR	W.5.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.	
INDICATOR	W.5.3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.	
INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.	
INDICATOR	W.5.3.e.	Provide a sense of closure appropriate to the narrated experiences or events.	
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).	
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]	
STRAND		Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]	
STRAND		Research to Build and Present Knowledge	
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.	
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]	
STRAND		Range of Writing	
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

FOCUS /	SL.5.	Grade 5 Speaking and Listening Standards [SL]
COURSE		

STRAND		Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.	
INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
INDICATOR		Sentence Structure and Meaning	
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.	
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.	
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]	
STRAND		Knowledge of Language	
STANDARD / CONCEPT / SKILL	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.	
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]	
STRAND		Vocabulary Acquisition and Use	

STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

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

### Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

#### FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

#### FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

#### FOCUS / COURSE

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
STANDARD / CONCEPT / SKILL		scientific, matternatical, of technical text based on specific information in the text.
CONCEPT/	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
CONCEPT / SKILL  FOCUS /	RI.5.	

STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.5.5.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
CONCEPT /		Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.
CONCEPT / SKILL	RF.5.4.a.	
CONCEPT I SKILL INDICATOR	RF.5.4.a. RF.5.4.b.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.a. RF.5.4.b.	Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR  INDICATOR  FOCUS I	RF.5.4.a. RF.5.4.b. RF.5.4.c.	Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
INDICATOR  INDICATOR  INDICATOR  FOCUS I COURSE	RF.5.4.a. RF.5.4.b. RF.5.4.c.	Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]
INDICATOR  INDICATOR  INDICATOR  INDICATOR  FOCUS I COURSE  STRAND  STANDARD I CONCEPT I	RF.5.4.a. RF.5.4.b. RF.5.4.c. W.5.	Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]  Text Types and Purposes
INDICATOR  INDICATOR  INDICATOR  INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL	RF.5.4.a. RF.5.4.b. RF.5.4.c. W.5.1	Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]  Text Types and Purposes  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically
INDICATOR  INDICATOR  INDICATOR  INDICATOR  FOCUS I COURSE  STRAND  STANDARD I CONCEPT I SKILL  INDICATOR	RF.5.4.a.  RF.5.4.b.  RF.5.4.c.  W.5.1.	Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]  Text Types and Purposes  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR  INDICATOR  INDICATOR  INDICATOR  FOCUS I COURSE  STRAND  STANDARD I CONCEPT I SKILL  INDICATOR  INDICATOR  INDICATOR	RF.5.4.a.  RF.5.4.b.  RF.5.4.c.  W.5.1.  W.5.1.a.	Read grade-level text with purpose and understanding.  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]  Text Types and Purposes  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.  Provide logically ordered reasons that are supported by facts and details.

STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.5.	Grade 5 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
FOCUS / COURSE	SL.5.	Grade 5 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Skills
STANDARD / CONCEPT / SKILL	SL.5.4.	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language

STANDARD / CONCEPT / SKILL	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.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

### Massachusetts Curriculum Frameworks

# Language Arts Grade 5 - Adopted: 2017

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

# FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

### FOCUS / COURSE

COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS /	R.PK-12.	College and Career Readiness Anchor Standards for Reading

# STRAND Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.

FOCUS /	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
COURSE		

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.5.5.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.

FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
COUNSE		
STRAND		Research to Build and Present Knowledge
	W.5.8.	Research to Build and Present Knowledge  Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).

INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including
		symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and
		temperature).

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

### Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

FOCUS /
COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT /	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

# FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT /	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

### FOCUS / COURSE

#### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

# FOCUS / COURSE

STRAND Production and Distribution of Writing	
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STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language

STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.5.5.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
ST ANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
OT AND ADD /	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
STANDARD / CONCEPT / SKILL	VV.5.2.	
CONCEPT /	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.5.	Grade 5 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
FOCUS / COURSE	SL.5.	Grade 5 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Skills
STANDARD / CONCEPT / SKILL	SL.5.4.	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### FOCUS / L.5. Grade 5 Language Standards [L] COURSE

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

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FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

# FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT /	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

### FOCUS / COURSE

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD /	L.PK-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text
STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical scientific, mathematical, or technical text based on specific information in the text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons evidence support which point(s).
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
INDICATOR	RF.5.4.c.	ose context to confirm of self-confect word recognition and understanding, rereading as necessary.

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.a.	Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Word Usage
EXPECTATION	L.5.1.d.	Form and use perfect verb tenses.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language

ST ANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
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### Massachusetts Curriculum Frameworks

Language Arts
Grade 5 - Adopted: 2017

#### FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

#### FOCUS / COURSE

STRAND	Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.a.	Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Word Usage
EXPECTATION	L.5.1.d.	Form and use perfect verb tenses.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
ST ANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.

FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
		UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

### Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

FOCUS /
COURSE

### $\hbox{R.PK-12. College and Career Readiness Anchor Standards for Reading } \\$

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

# FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

# FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE

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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.5.4.	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.5.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
ST ANDARD / CONCEPT / SKILL	W.5.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

INDICATOR	W.5.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.5.3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.a.	Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Word Usage
EXPECTATION	L.5.1.d.	Form and use perfect verb tenses.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language
ST ANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).

INDICATOR L.5.4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and

temperature).

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

### Massachusetts Curriculum Frameworks Language Arts

Grade  ${\bf 5}$  - Adopted:  ${\bf 2017}$ 

### FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

# FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

# FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT /	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

# FOCUS / COURSE

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

#### FOCUS / COURSE

COURSE		
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	. College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	. College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
	RI.5.	Grade 5 Reading Standards for Informational Text [RI]  Key Ideas and Details
COURSE	RI.5.	
STRAND STANDARD / CONCEPT /		Key Ideas and Details  Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences
STRAND  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT /	RI.5.1.	Key Ideas and Details  Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
STRAND  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT /	RI.5.1. RI.5.2.	Key Ideas and Details  Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)  Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.  Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical,
STRAND  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL	RI.5.1.  RI.5.2.	Key Ideas and Details  Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)  Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.  Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
STRAND  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE	RI.5.1.  RI.5.2.	Rey Ideas and Details  Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)  Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.  Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.  Grade 5 Reading Standards for Informational Text [RI]

STANDARD / CONCEPT / SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
INDICATOR FOCUS I	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
INDICATOR  FOCUS / COURSE	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]
INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	RF.5.4.c. W.5.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]  Text Types and Purposes
INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL	RF.5.4.c. W.5.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]  Text Types and Purposes  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically
INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  INDICATOR	W.5.1. W.5.1.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]  Text Types and Purposes  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR  FOCUS / COURSE  ST RAND  ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  FOCUS /	W.5.1.a. W.5.1.b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]  Text Types and Purposes  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.  Provide logically ordered reasons that are supported by facts and details.
INDICATOR  FOCUS / COURSE  ST RAND  ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  FOCUS / COURSE	W.5.1.a. W.5.1.b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]  Text Types and Purposes  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.  Provide logically ordered reasons that are supported by facts and details.  Grade 5 Writing Standards [W]

INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]

STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
INDICATOR		Sentence Structure and Meaning	
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.	
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]	
STRAND		Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.	
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]	
STRAND		Knowledge of Language	
STANDARD / CONCEPT / SKILL	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.	
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]	
STRAND		Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	

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

# Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

#### FOCUS / COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

# FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

#### FOCUS / COURSE

### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

#### FOCUS / COURSE

### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

# FOCUS / COURSE

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.5.5.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
STANDARD / CONCEPT / SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

FOCUS /	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
COURSE		

STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing

ST ANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.

COURSE	2.01	orace o Language orania as [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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

### Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

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Grade 5 Language Standards [L]

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

# FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

# FOCUS / COURSE

STRAND	Range of Reading and Level of Text Complexity	
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STANDARD / CONCEPT /	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
SKILL		

### FOCUS / COURSE

### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

### FOCUS / COURSE

# W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

#### FOCUS / COURSE

### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

# FOCUS / COURSE

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
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STRAND		Key Ideas and Details

STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.5.5.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
STANDARD / CONCEPT / SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.

INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language

STANDARD / CONCEPT / SKILL	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.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

#### UNIT 7: INVENTIVE WRITING Week 16 Page 139-146

## Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

### FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT /	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### FOCUS / COURSE

### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

### FOCUS / COURSE

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

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STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
INDICATOR	W.5.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
	L.5.	Grade 5 Language Standards [L]  Knowledge of Language
COURSE	L.5.	
STRAND STANDARD / CONCEPT /		Knowledge of Language
STRAND  STANDARD / CONCEPT / SKILL	L.5.3.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STRAND  STANDARD / CONCEPT / SKILL  INDICATOR	<b>L.5.3.</b> L.5.3.a.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND  STANDARD / CONCEPT / SKILL  INDICATOR  FOCUS / COURSE	<b>L.5.3.</b> L.5.3.a.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Grade 5 Language Standards [L]
STRAND  STANDARD / CONCEPT / SKILL  INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	L.5.3. L.5.3.a. L.5.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Grade 5 Language Standards [L]  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

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FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
SNILL		
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
STANDARD / CONCEPT /	W.PK- 12.6.	
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
STANDARD / CONCEPT / SKILL  FOCUS / COURSE	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.  College and Career Readiness Anchor Standards for Writing
STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	W.PK-12.  W.PK-12.	Use technology to produce and publish writing and to interact and collaborate with others.  College and Career Readiness Anchor Standards for Writing  Research to Build and Present Knowledge  When conducting research, gather relevant information from multiple print and digital sources, assess the credibility

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
INDICATOR	W.5.1.d.	Provide a concluding statement or section related to the opinion presented.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD /		
CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, ar audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summari or paraphrase information in notes and finished work, and provide a list of sources.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
	W.5.	Grade 5 Writing Standards [W]  Range of Writing
COURSE	<b>W.5.</b> W.5.10.	
STRAND  STANDARD / CONCEPT /		Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STRAND  STANDARD / CONCEPT / SKILL  FOCUS /	W.5.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE	W.5.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or
STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	W.5.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writin Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by
STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL	W.5.10.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writin Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
STRAND  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  INDICATOR	W.5.10. L.5.	Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writin Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  Sentence Structure and Meaning

STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.5.4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

### UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

# Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

# FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

# FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing COURSE

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

# FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing COURSE

STRAND Production and Distribution of Writing	
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STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.5.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.5.3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.

INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
ST ANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language
ST ANDARD /	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONCEPT / SKILL		
INDICATOR	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDIO/CIOR	L.0.0.a.	Expand, combine, and reduce sentences for meaning, reducinistener meres, and style.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176
		Massachusetts Curriculum Frameworks
		Language Arts Grade 5 - Adopted: 2017
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD /	R.PK-	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
CONCEPT/	12.4.	meanings, and analyze how specific word choices shape meaning or tone.
SKILL		
STANDARD /	R.PK-	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to
CONCEPT/	12.5.	each other and the whole.
SKILL		
FOCUS /	R.PK-12.	College and Career Readiness Anchor Standards for Reading
COURSE		
STRAND		Integration of Knowledge and Ideas
STANDARD /	R.PK-	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
CONCEPT /	12.7.	as in words.
SKILL		
STANDARD /	R.PK-	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the
CONCEPT /	12.9.	approaches the authors take.
SKILL		
FOCUS /	R.PK-12.	College and Career Readiness Anchor Standards for Reading
COURSE		
STRAND		Range of Reading and Level of Text Complexity
STANDARD /	R.PK-	Independently and proficiently read and comprehend complex literary and informational texts.
CONCEPT/	12.10.	The state of the production of the state of
SKILL		
FOCUS /	W.PK-12	College and Career Readiness Anchor Standards for Writing
COURSE	**** IX-12.	Consignation readiness rational standards for writing
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and

Comprehension and Collaboration

FOCUS /

COURSE

STRAND

STANDARD /

CONCEPT/

SKILL

SL.PK-

SL.PK-

12.2.

12.

FOCUS /	
COURSE	

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.

STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.5.5.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
STANDARD / CONCEPT / SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / CONCEPT / SKILL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.

INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language

STANDARD / CONCEPT / SKILL	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.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

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# Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

# FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

#### FOCUS / COURSE

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

# FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

# FOCUS / COURSE

### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

# FOCUS / COURSE

#### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

# FOCUS / COURSE

#### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

#### FOCUS / COURSE

STRAND	Range of Writing	
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STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.5.5.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
STANDARD / CONCEPT / SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / CONCEPT / SKILL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.

# FOCUS / RF.5. Grade 5 Reading Standards for Foundational Skills [RF] COURSE

STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English

STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
	L.5.	Grade 5 Language Standards [L]  Vocabulary Acquisition and Use
COURSE	L.5.4.	
STRAND STANDARD / CONCEPT /		Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STRAND STANDARD / CONCEPT / SKILL	L.5.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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### Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

# FOCUS / R.PK-12. College and Career Readiness Anchor Standards for Reading COURSE

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

### FOCUS / COURSE

# W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

#### FOCUS / COURSE

### W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

#### FOCUS / COURSE

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	. College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.5.1.	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RI.5.5.	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
STANDARD / CONCEPT / SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / CONCEPT / SKILL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.

FOCUS /	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
COURSE		

STRAND		Range of Reading and Level of Text Complexity
		g
STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
ST ANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
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# Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

#### FOCUS / COURSE

### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing

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

STANDARD /

CONCEPT/

SKILL

W.PK-

purpose, and audience.

12.4.

STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STRAND  STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Comprehension and Collaboration  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT /		Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS /	12.1. SL.PK- 12.2.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS /	12.1. SL.PK- 12.2.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE	12.1. SL.PK- 12.2.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  College and Career Readiness Anchor Standards for Language
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	12.1.  SL.PK- 12.2.  L.PK-12.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  College and Career Readiness Anchor Standards for Language  Conventions of Standard English
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL	12.1.  SL.PK- 12.2.  L.PK-12.  L.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  College and Career Readiness Anchor Standards for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL	12.1.  SL.PK- 12.2.  L.PK-12.  L.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  College and Career Readiness Anchor Standards for Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.
STANDARD / CONCEPT / SKILL	RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.5.4.	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
CONCEPT/	RL.5.4.	language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of
CONCEPT / SKILL  STANDARD / CONCEPT /		language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)  Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story,
STANDARD / SKILL  STANDARD / CONCEPT / SKILL	RL.5.5.	language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)  Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or
CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL	RL.5.5.	language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)  Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE	RL.5.5.	language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)  Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.  Grade 5 Reading Standards for Literature [RL]
CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	RL.5.5.	language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)  Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.  Grade 5 Reading Standards for Literature [RL]  Integration of Knowledge and Ideas  Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar

STANDARD / CONCEPT / SKILL	RL.5.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
ST ANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.5.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.5.3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
INDICATOR	W.5.3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
FOCUS / COURSE	SL.5.	Grade 5 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
0110111		Comprehension and Conaboration
STANDARD / CONCEPT / SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
STANDARD / CONCEPT /	<b>SL.5.1.</b> SL.5.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own
STANDARD / CONCEPT / SKILL		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
STANDARD / CONCEPT / SKILL INDICATOR	SL.5.1.a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR	SL.5.1.a. SL.5.1.b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  Follow agreed-upon rules for discussions and carry out assigned roles.
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  INDICATOR  FOCUS /	SL.5.1.a. SL.5.1.b. SL.5.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
ST ANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  INDICATOR  FOCUS / COURSE	SL.5.1.a. SL.5.1.b. SL.5.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Grade 5 Language Standards [L]
STANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT /	SL.5.1.a.  SL.5.1.b.  SL.5.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by
STANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL	SL.5.1.a.  SL.5.1.b.  SL.5.1.c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
STANDARD / CONCEPT / SKILL  INDICATOR  INDICATOR  INDICATOR  FOCUS / COURSE  STRAND  STANDARD / CONCEPT / SKILL  INDICATOR	SL.5.1.a. SL.5.1.b. SL.5.1.c. L.5.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Grade 5 Language Standards [L]  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  Sentence Structure and Meaning

STANDARD / CONCEPT / SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
FOCUS /	L.5.	Grade 5 Language Standards [L]
COURSE		
STRAND		Vocabulary Acquisition and Use
	L.5.4.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
STRAND STANDARD / CONCEPT /	<b>L.5.4.</b> L.5.4.a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STRAND STANDARD / CONCEPT / SKILL		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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## Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

# FOCUS / COURSE

# R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.1.	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### FOCUS / COURSE

SKILL

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

COURSE		
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD / CONCEPT / SKILL	R.PK- 12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT /	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS	I
COURS	E

STRAND

Vocabulary Acquisition and Use

#### W.PK-12. College and Career Readiness Anchor Standards for Writing

COURSE		
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12.	. College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.PK- 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONCEPT / SKILL	L.PK- 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.PK- 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
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STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.
STANDARD / CONCEPT / SKILL	RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.5.4.	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
STANDARD / CONCEPT / SKILL	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.5.9.	Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.5.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
FOCUS / COURSE	RF.5.	Grade 5 Reading Standards for Foundational Skills [RF]
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	RF.5.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
INDICATOR	W.5.3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
INDICATOR	W.5.3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.
INDICATOR	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
INDICATOR	W.5.3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR	W.5.5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / STANDARD / CONCEPT / STANDARD / CONCEPT / STANDARD / CONCEPT / STANDARD / COURSE			
STRAND  Range of Writing  STANDARD / CONCEPT / Smill minimal provided the fames (time for research, reflection, and revision) and shorter time fames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  SILS.	CONCEPT/	W.5.9.	
STANDARD / W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single siting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  SCOURSE  SCOURSE  STRAND  Comprehension and Collaboration  STANDARD / CONCEPT / SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  INDICATOR  SL.5.1. Come to discussions prepared, having read or studied required material: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Liberature Sandard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  INDICATOR  SL.5.1. Follow agreed-upon rules for discussions and carry out assigned roles.  INDICATOR  SL.5.1. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  STRAND  Conventions of Standard English  STANDARD / L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing applying knowledge of conventions.)  INDICATOR  Sentence Structure and Meaning  EXPECTATION  L.5.1. Grade 5 Language Standards [L]  Conventions of Standard English  STANDARD / L.5.2. Spell grade-appropriate shills in verb tense.  FOCUS1  COURSE  STANDARD / L.5.2. Spell grade-appropriate words correctly, consulting references as needed.  FOCUS1  L.5. Grade 5 Language Standards [L]  COURSE  L.5. Grade 5 Language Standards [L]		W.5.	Grade 5 Writing Standards [W]
SILS. Grade 5 Speaking and Listening Standards [SL]  STRAND Comprehension and Collaboration  STANDARD   SL.S.   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own citizens.  INDICATOR SL.S.1.   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own citizens.  INDICATOR SL.S.1.   Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Liseaure Standard 1 and Reading Informational Text Standard 1 to specific expectations regarding the use of textual evidence.)  INDICATOR SL.S.1.   Follow agreed-upon rules for discussions and carry out assigned roles.  INDICATOR SL.S.   Foreign and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  FOCUS 1   Conventions of Standard English   STANDARD   Conventions of Standard English   Demonstrate command of the conventions of standard English premiums and usage when writing or Standard English Standard English Conventions of Standard English Standard English Standard	STRAND		Range of Writing
STRAND  Comprehension and Collaboration  STANDARD / CONCEPT / SKILL  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  INDICATOR  SL.5.1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  INDICATOR  SL.5.1. Follow agreed-upon rules for discussions and carry out assigned roles.  INDICATOR  SL.5.1. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  FOCUS / COURSE  STRAND  Conventions of Standard English  STANDARD / CONCEPT / SKILL  STRAND Conventions of Standard English  STANDARD / L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  INDICATOR  Sentence Structure and Meaning  EXPECTATION L.5.1.b. Recognize and correctinappropriate shifts in verb tense.  FOCUS / CONCEPT / STANDARD / CONCEPT / STANDARD / CONCEPT / STANDARD / Spelling when writing.  INDICATOR L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR L.5.2. Spell grade-appropriate words correctly, consulting references as needed.	CONCEPT/	W.5.10.	
Standard   St.5.1.   Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.    INDICATOR   St.5.1.   Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)    INDICATOR   St.5.1.   Follow agreed-upon rules for discussions and carry out assigned roles.    INDICATOR   St.5.1.   Follow agreed-upon rules for discussions and carry out assigned roles.    INDICATOR   St.5.1.   Follow agreed-upon rules for discussions and carry out assigned roles.    INDICATOR   St.5.1.   Follow agreed-upon rules for discussions and carry out assigned roles.    INDICATOR   St.5.1.   Follow agreed-upon rules for discussions and carry out assigned roles.    INDICATOR   St.5.1.   Follow agreed-upon rules for discussions and carry out assigned roles.    INDICATOR   St.5.1.   Follow agreed-upon rules for discussions and carry out assigned roles.    INDICATOR   St.5.1.   Follow agreed-upon rules for discussions and carry out assigned roles.    INDICATOR   St.5.1.   Follow agreed-upon rules for discussions and carry out assigned roles.    INDICATOR   St.5.1.   Follow agreed-upon rules for discussions and carry out assigned roles.    INDICATOR   St.5.1.   Follow agreed-upon rules for discussions and carry out assigned roles.    INDICATOR   St.5.1.   St.5.1.   St.5.1.   Demonstrate command of the conventions of standard English capitalization, punctuation, and specific questions regarded to specific questions by applying knowledge of conventions of standard English capitalization, punctuation, and specific questions regarded to specific questions and carry out assigned roles.    INDICATOR   St.5.1.   Spell grade		SL.5.	Grade 5 Speaking and Listening Standards [SL]
with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  SL5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of lexitual evidence.)  INDICATOR SL5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.  INDICATOR SL5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  FOCUS / COURSE  STRAND Conventions of Standard English  STANDARD / CONCEPT / SKILL Standard 5 and Speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 6 and strengthening writing and presentations by Standard 5 and Speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 6 and strengthening writing and presentations by Standard 5 and Speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 6 and strengthening writing and presentations by Standard 6 and strengthening writing and presentations by Standard 6 and strengthening writing and presentations by Standard 6 and strengthening writ	STRAND		Comprehension and Collaboration
other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  INDICATOR SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.  INDICATOR SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  FOCUS / COURSE  STRAND Conventions of Standard English  STANDARD / Conventions of Standard English  STANDARD / CONCEPT / SKILL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  INDICATOR Sentence Structure and Meaning  EXPECTATION L5.1b. Recognize and correct inappropriate shifts in verb tense.  FOCUS / COURSE  STRAND Conventions of Standard English  Conventions of Standard English  STANDARD / Conventions of Standard English  STANDARD / Conventions of Standard English  STANDARD / Spell grade-appropriate words correctly, consulting references as needed.  FOCUS / COURSE  L5.2. Grade 5 Language Standards [L]	CONCEPT /	SL.5.1.	with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own
INDICATOR  SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  FOCUS / COURSE  STRAND  Conventions of Standard English  STANDARD / CONCEPT / SKILL  INDICATOR  L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  INDICATOR  Sentence Structure and Meaning  EXPECTATION  L.5.1. Grade 5 Language Standards [L]  Course  STRAND  Conventions of Standard English  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  Spell grade-appropriate words correctly, consulting references as needed.  FOCUS / COURSE  L.5. Grade 5 Language Standards [L]	INDICATOR	SL.5.1.a.	other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual
remarks of others.  FOCUS / COURSE  L.5. Grade 5 Language Standards [L]  Conventions of Standard English  STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / STANDARD / STAN	INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
STRAND  Conventions of Standard English  STANDARD / CONCEPT / SKILL  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  INDICATOR  Sentence Structure and Meaning  EXPECTATION  L.5.1.b. Recognize and correct inappropriate shifts in verb tense.  FOCUS / COURSE  STRAND  Conventions of Standard English  STANDARD / CONCEPT / SKILL  Spell grade-appropriate words correctly, consulting references as needed.  FOCUS / COURSE  L.5. Grade 5 Language Standards [L]  INDICATOR  L.5.2. Spell grade-appropriate words correctly, consulting references as needed.	INDICATOR	SL.5.1.c.	
STANDARD / CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  INDICATOR  Sentence Structure and Meaning  EXPECTATION  L.5.1.b. Recognize and correct inappropriate shifts in verb tense.  FOCUS / COURSE  STRAND  Conventions of Standard English  STANDARD / CONCEPT / SKILL  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR  L.5.2. Spell grade-appropriate words correctly, consulting references as needed.  FOCUS / COURSE  L.5. Grade 5 Language Standards [L]		L.5.	Grade 5 Language Standards [L]
Speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)    INDICATOR	STRAND		Conventions of Standard English
EXPECTATION L.5.1.b. Recognize and correct inappropriate shifts in verb tense.  FOCUS / COURSE  STRAND  Conventions of Standard English  STANDARD / CONCEPT / SKILL  INDICATOR  L.5.2. Spell grade-appropriate words correctly, consulting references as needed.  FOCUS / COURSE  L.5. Grade 5 Language Standards [L]	CONCEPT /	L.5.1.	speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by
FOCUS / COURSE  L.5. Grade 5 Language Standards [L]  STRAND  Conventions of Standard English  STANDARD / CONCEPT / SKILL  INDICATOR  L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR  L.5.2.f. Spell grade-appropriate words correctly, consulting references as needed.  FOCUS / COURSE  L.5. Grade 5 Language Standards [L]	INDICATOR		Sentence Structure and Meaning
STRAND  Conventions of Standard English  STANDARD / CONCEPT / SKILL  INDICATOR  L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR  L.5.2. Spell grade-appropriate words correctly, consulting references as needed.  FOCUS / COURSE  L.5. Grade 5 Language Standards [L]	EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense.
ST AND ARD / CONCEPT / SKILL  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  INDICATOR  L.5.2.f. Spell grade-appropriate words correctly, consulting references as needed.  FOCUS / COURSE  L.5. Grade 5 Language Standards [L]		L.5.	Grade 5 Language Standards [L]
INDICATOR  L.5.2.f. Spell grade-appropriate words correctly, consulting references as needed.  FOCUS / COURSE  L.5. Grade 5 Language Standards [L]	STRAND		Conventions of Standard English
FOCUS / L.5. Grade 5 Language Standards [L] COURSE	CONCEPT /	L.5.2.	
COURSE	INDICATOR	L.5.2.f.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND Knowledge of Language		L.5.	Grade 5 Language Standards [L]
	STRAND		Knowledge of Language

STANDARD / CONCEPT / SKILL	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.
INDICATOR	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
FOCUS / COURSE	L.5.	Grade 5 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
INDICATOR	L.5.4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

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# Massachusetts Curriculum Frameworks Language Arts

Grade 5 - Adopted: 2017

#### FOCUS / COURSE

#### R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT /	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

# FOCUS / W.PK-12. College and Career Readiness Anchor Standards for Writing COURSE

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK- 12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
FOCUS / COURSE	RI.5.	Grade 5 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
INDICATOR	W.5.1.b.	Provide logically ordered reasons that are supported by facts and details.

FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing
STANDARD /	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONCEPT/

SKILL