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 / 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**
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-12.1.	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**
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 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 / 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
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
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).

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

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**
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
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.

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).

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

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
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	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
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.5.3.	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	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).

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

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**

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	**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
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 / 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
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.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	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**

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	**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

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 / 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
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
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- 12.1.	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
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.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.5.8.	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).

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

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

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 / 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.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.5.8.	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). |

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**
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-12.1.	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
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.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.5.8.	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).

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

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 / 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- 12.2.	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
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.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 11 Page 93-100

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 / 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-12.2.	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**
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.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	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 / 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-12.3.	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**

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**
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
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).

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.
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.

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 / 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.5.8.	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 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

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.
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. |

| **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.)

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.

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.

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).

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.5.8.	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 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

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.
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	**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.

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.

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.

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.)

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).

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 / 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.
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	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]**

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 17 Page 147-152

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.
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	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]

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 / 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	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
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		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.

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 / 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	**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.

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 / 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).

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

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.
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	**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 / 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).

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

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.
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	**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.)

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.

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.

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).

UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232

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

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	**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
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 / 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
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 9: FORMAL CRITIQUE Week 23 Page 233-244

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
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	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**
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 / 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**
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 9: FORMAL CRITIQUE Week 24 Page 245-245

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 / 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.

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.

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.

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.

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.

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.)

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 / 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.

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.**