Main Criteria: Structure and Style for Students

Secondary Criteria: Maryland College and Career-Ready Standards

Subject: Language Arts Grade: 5

# Structure and Style for Students

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

#### Maryland College and Career-Ready Standards Language Arts

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

STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### STRAND / TOPIC / STANDARD

#### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### STRAND / TOPIC / **STANDARD**

TOPIC / Range of Reading and Level of Text Complexity INDICATOR	
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INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR I PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.

STRAND /
TOPIC /
STANDARD

TOPIC / INDICATOR

**Key Ideas and Details** 

## Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See Grade 5 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE  STRAND / TOPIC / STANDARD	L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Language Standards
STRAND / TOPIC /	L.5.4.a	
STRAND / TOPIC / STANDARD	L.5.4.a L.5.6	Language Standards
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY		Vocabulary Acquisition and Use  Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY		Vocabulary Acquisition and Use  Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LEVEL

#### STRAND / TOPIC / STANDARD

#### Reading Informational Text Standards

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

STRAND /
TOPIC /
STANDARD

#### **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See Grade 5 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR I PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards

TOPIC /		Vocabulary Acquisition and Use
INDICATOR		
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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		Maryland College and Career-Ready Standards
		Language Arts Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See Grade 5 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC /		Language Standards  Conventions of Standard English
TOPIC / STANDARD	L.5.2	
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	<b>L.5.2</b> L.5.2.e	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL		Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC /		Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD		Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY	L.5.2.e	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL	L.5.2.e	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	L.5.2.e	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
		Maryland College and Coroor Boody Standards
		Maryland College and Career-Ready Standards  Language Arts  Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.

STRAND /
TOPIC /
<b>STANDARD</b>

STANDARD		
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.

#### STRAND / TOPIC / STANDARD

#### **Reading Literature Standards**

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE	W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.a	Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or

events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

STRAND /
TOPIC /
<b>STANDARD</b>

## **Writing Standards**

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See Grade 5 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
OBJECTIVE	L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC /		Writing Standards  Text Types and Purposes
TOPIC / STANDARD	W.5.3	
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	<b>W.5.3</b> W.5.3.a	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique,
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL		Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	W.5.3.a	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	W.5.3.a W.5.3.d	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use concrete words and phrases and sensory details to convey experiences and events precisely.
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  STRAND / TOPIC /	W.5.3.a W.5.3.d	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Provide a conclusion that follows from the narrated experiences or events.

INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.a	Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND /
TOPIC /
<b>STANDARD</b>

#### Language Standards

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
OBJECTIVE	L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC /		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
LEVEL		moreover, in addition).

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

# Maryland College and Career-Ready Standards Language Arts

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

# STRAND / TOPIC / STANDARD

## College and Career Readiness Anchor Standards for Reading

STANDARD		
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

# **STANDARD**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.

#### STRAND / TOPIC / **STANDARD**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND /
TOPIC /
STANDARD

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC /		Fluency

INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.

OBJECTIVE	W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.a	Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC /		Speaking and Listening Standards  Comprehension and Collaboration
TOPIC / STANDARD	SL.5.1	
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	<b>SL.5.1</b> SL.5.1.a	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL		Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
OBJECTIVE	L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68
		Maryland College and Career-Ready Standards Language Arts
		Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROPEREY 10 single sitting or a day or two) for a range of tasks, purposes, and audiences.  INDICATOR / College and Career Readiness Anchor Standards for Speaking and Listening  TOPIC / INDICATOR / CCRAS Prepare for and participate effectively in a range of conversations and cultaboration with diverse partners, building no no news ideas and expressing their own clearly and persuasively.  INDICATOR / CCRAS Prepare for and participate effectively in a range of conversations and cultaborations with diverse partners, building no no news ideas and expressing their own clearly and persuasively.  INDICATOR / CCRAS Present information, findings, and supporting evidence such that listeners can below the line of treasoning and the organization development and style are appropriate to task, purpose, and audience.  INDICATOR / CCRAS Later Information, findings, and supporting evidence such that listeners can below the line of treasoning and the organization development and style are appropriate to task, purpose, and audience.  INDICATOR / CCRAS Later Information, findings, and supporting evidence such that listeners can below the line of treasoning and the organization development and style are appropriate to task, purpose, and audience.  INDICATOR / CCRAS Later Information, findings, and supporting evidence such that listeners can below the line of treasoning and the organization development and style are appropriate to task, purpose, and audience.  INDICATOR / CCRAS Later Information, findings, and supporting evidence such that listeners can below the line of treasoning and the organization of the task purpose, and audiences.  INDICATOR / CCRAS Later Information, findings, and supporting evidence such that listeners can below the line of treasoning and the organization of the task purpose, and audiences.  INDICATOR / CCRAS Later Information from the properties of the	PROFICIENCY TOPICI TINDICATOR TOPICI TOPIC			
TOPIC / INDICATOR / CCRAS Prepare for and participate effectively in a range of conventations and collaborations with diverse partners, building OFFICE (CORD) (COR	TOPIC / INDICATOR / PROPERTY OF CORAL PROPERTY OF CONVENTIONS OF Standard English grammar and usage when writing or speaking.  TOPIC / INDICATOR / IND	PROFICIENCY		
INDICATOR / CCRAS Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building PROFICE/BVCY LTV College and Career Readiness Anchor Standards for Speaking and Listening STANDARD COllege and Career Readiness Anchor Standards for Speaking and Listening STANDARD CORAS Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  LEVEL REVEL CORAS Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CCRAS Indicated or appropriate.  CORAL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  TOPIC / INDICATOR / LEVEL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CCRAL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  CORPAL DEMONSTRATE CORPAL DEMONSTRATE COMPAL 2  CORPAL DEMONSTRATE CORPAL DEMONSTRATE COMPARIANCE CORPAL 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.  CORPAL APPORTICIPACY CORPAL Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	INDICATOR / Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  STRAND / TOPIC / INDICATOR / Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  L4 useful.  NDICATOR / CCRA.S Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  L5 useful.  NDICATOR / CCRA.S Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  STRAND / TOPIC / STANDARD  CORRAL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  DEMONICATOR / CCRAL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  STRAND / TOPIC / STANDARD / CCRAL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  TOPIC / STANDARD / CCRAL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  TOPIC / INDICATOR / CCRAL Apply knowledge of language in understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listering.  STRAND / TOPIC / Vocabulary Acquisition and Use	TOPIC /		College and Career Readiness Anchor Standards for Speaking and Listening
PROFICIENCY LEVEL  TOPIC / TOP	DROCATOR / PROFICIENCY 1  TOPIC / INDICATOR / PROFICIENCY 2  TOPIC / INDICATOR / PROFICIENCY 3  TOPIC / Vocabulary Acquisition and Use			Comprehension and Collaboration
TOPIC / INDICATOR / PROFICIENCY L4  INDICATOR / CCRAS Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  INDICATOR / PROFICIENCY L4  INDICATOR / CCRAS Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CCRAS Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CORRAS Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CORRAS CORRAS CORRAS Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CORRAS CORRAS CORRAS Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CORRAS CORRAS CORRAS CORRAS CORRAS Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  CORRAS CORR	TOPIC / INDICATOR / CCRAL Presentation of Knowledge and Ideas  INDICATOR / PROFICIENCY L4 branch or granization, development and style are appropriate to task, purpose, and audience. LEVEL  INDICATOR / CCRAS Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose, and audience. LEVEL  INDICATOR / L6 adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  College and Career Readiness Anchor Standards for Language  STRAND / TOPIC / INDICATOR / CCRAL Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  INDICATOR / CCRAL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. PROFICIENCY 2  INDICATOR / CORAL Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. TOPIC / STANDARD  INDICATOR / CCRAL 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.  College and Career Readiness Anchor Standards for Language  STRAND / TOPIC / STANDARD  College and Career Readiness Anchor Standards for Language	PROFICIENCY		
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PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  CONventions of Standard English  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY 2  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY STANDARD  TOPIC / STANDARD  TOPIC / STANDARD  TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY STANDARD  TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY STANDARD  TOPIC / INDICATOR / PROFICIENCY STANDARD  TOPIC / INDICATOR / PROFICIENCY STANDARD  TOPIC / CCRAL. 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.  College and Career Readiness Anchor Standards for Language  STRAND / TOPIC / STANDARD  College and Career Readiness Anchor Standards for Language	PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  College and Career Readiness Anchor Standards for Language  Conventions of Standard English  INDICATOR / CCRAL. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  PROFICIENCY LEVEL  INDICATOR / CCRAL. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  COIlege and Career Readiness Anchor Standards for Language  Knowledge of Language  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.  College and Career Readiness Anchor Standards for Language  TOPIC / Vocabulary Acquisition and Use	PROFICIENCY		
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INDICATOR / PROFICIENCY LEVEL  CCRA.L. 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.  College and Career Readiness Anchor Standards for Language  College and Career Readiness Anchor Standards for Language	INDICATOR / INDICATOR / PROFICIENCY LEVEL  CCRA.L. 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.  College and Career Readiness Anchor Standards for Language  TOPIC / STANDARD  Vocabulary Acquisition and Use	TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY	1 CCRA.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY 3 for meaning or style, and to comprehend more fully when reading or listening.  LEVEL  STRAND / College and Career Readiness Anchor Standards for Language TOPIC / STANDARD	PROFICIENCY 3 for meaning or style, and to comprehend more fully when reading or listening.  STRAND / TOPIC / STANDARD  College and Career Readiness Anchor Standards for Language  TOPIC / Vocabulary Acquisition and Use	TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC /	1 CCRA.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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TORIC / Vocabulary Acquisition and Use		TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY	CCRA.L. 2	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices
		TOPIC / INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / TOPIC / STRAND / TOPIC / PROFICIENCY LEVEL	CCRA.L. 2	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
STRAND / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See Grade 5 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR I PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76
		Maryland College and Career-Ready Standards  Language Arts
		Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LEVEL

## College and Career Readiness Anchor Standards for Writing

STANDARD		
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY	CCRA.L.	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.

# College and Career Readiness Anchor Standards for Language

STANDARD		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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).

#### **Writing Standards**

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR I PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / FOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing a 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.
STRAND / FOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / FOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence t

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

STRAND /
TOPIC /
STANDARD

## **Writing Standards**

TOPIC /		Range of Writing
INDICATOR		
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
TOPIC /	L.5.2	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
TOPIC / INDICATOR INDICATOR / PROFICIENCY	<b>L.5.2</b> L.5.2.e	Demonstrate command of the conventions of standard English capitalization, punctuation, and
TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
TOPIC / INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC /		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.
TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
TOPIC / INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY	L.5.2.e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	1.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

#### Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

# Maryland College and Career-Ready Standards Language Arts

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

#### STRAND / TOPIC / STANDARD

#### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### STRAND / TOPIC / STANDARD

# College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### STRAND / TOPIC / STANDARD

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
	CCRA.W.	Production and Distribution of Writing  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY	CCRA.W. 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC /	CCRA.W. 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
INDICATOR  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD	CCRA.W. 5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC /		College and Career Readiness Anchor Standards for Language

**STANDARD** 

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
STRAND / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATOR / PROFICIENCY LEVEL	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (See Grade 5 Language standards 1 and 3 for specific expectations.)
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
	L.5.4	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR / INDICATOR / PROFICIENCY	<b>L.5.4</b> L.5.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
INDICATOR  INDICATOR / PROFICIENCY LEVEL		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  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC /		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.  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD		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.  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Language Standards
INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY	L.5.4.a	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.  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Language Standards  Vocabulary Acquisition and Use  Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,
INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY	L.5.4.a	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.  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Language Standards  Vocabulary Acquisition and Use  Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY	L.5.4.a	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.  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Language Standards  Vocabulary Acquisition and Use  Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92  Maryland College and Career-Ready Standards Language Arts

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### Reading Foundational Skills Standards

TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR I PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include

formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

PROFICIENCY LEVEL

moreover, in addition).

## **Language Standards**

TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR I PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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# Maryland College and Career-Ready Standards Language Arts

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

STRAND /
TOPIC /
<b>STANDARD</b>

STRAND / TOPIC /

**STANDARD** 

## College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

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TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY		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.
LEVEL		
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / TOPIC /		College and Career Readiness Anchor Standards for Language  Conventions of Standard English
STRAND / TOPIC / STANDARD	CCRA.L.	Conventions of Standard English
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY		Conventions of Standard English
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC /		Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD		Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language  Knowledge of Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR I PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards

TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards

STANDARD

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110
		Maryland College and Career-Ready Standards
		Language Arts
		Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.

## **Writing Standards**

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.a	Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR /	1.54	Demonstrate command of the convertibute of the demonstrate of the convertibute of the
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE	L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

#### Language Arts

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

STRAND /
TOPIC /
STANDARD

## College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 /
TOPIC /
STANDARD

LEVEL

# College and Career Readiness Anchor Standards for Language

STANDARD		
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

## Reading Informational Text Standards

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
INDICATOR / PROFICIENCY LEVEL	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR I PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
STRAND / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
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STRAND / TOPIC / STANDARD	L.J.I.u	Language Standards
STRAND / TOPIC /	L.J.I.u	
STRAND / TOPIC / STANDARD	L.5.2	Language Standards
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY		Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL	L.5.2	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	L.5.2	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD	L.5.2	Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	<b>L.5.2</b> L.5.2.e	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134
		Maryland College and Career-Ready Standards
		Language Arts Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR /	CCRA.R.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section chapter scene or stanza) relate to each other and the whole

section, chapter, scene, or stanza) relate to each other and the whole.

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## College and Career Readiness Anchor Standards for Reading

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

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency

INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
INDICATOR / PROFICIENCY LEVEL	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English

INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138
		Maryland College and Career-Ready Standards  Language Arts  Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR /	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

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INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the te
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
		Key Ideas and Details
TOPIC / INDICATOR		
	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the te

## **Reading Informational Text Standards**

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
INDICATOR / PROFICIENCY LEVEL	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR I PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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TOPIC / STANDARD Speaking and Listening Standards

# **Writing Standards**

STANDARD		
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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.
CTDAND /		Consolina and Lintonian Chandrada

TORIC /		Communication and Callaboration
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
OBJECTIVE  STRAND / TOPIC / STANDARD	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
STRAND / TOPIC /	L.5.2.e	
STRAND / TOPIC / STANDARD	L.5.2.e	Language Standards
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY		Language Standards  Knowledge of Language
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL	L.5.3	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC /	L.5.3	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD	L.5.3	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Language Standards
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	<b>L.5.3</b> L.5.3.a	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Language Standards  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 7: INVENTIVE WRITING Week 16 Page 139-146
		Maryland College and Career-Ready Standards  Language Arts  Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing

INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR /	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
PROFICIENCY LEVEL		editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
	W.5.6	
INDICATOR / PROFICIENCY	W.5.6	standards 1-3 up to and including Grade 5.)  With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC /	W.5.6	standards 1-3 up to and including Grade 5.)  With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR I PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
PROFICIENCY	<b>L.5.1</b> L.5.1.a	
PROFICIENCY LEVEL		Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
PROFICIENCY LEVEL  OBJECTIVE	L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  STRAND / TOPIC /	L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Recognize and correct inappropriate shifts in verb tense.
PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  STRAND / TOPIC / STANDARD	L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Recognize and correct inappropriate shifts in verb tense.  Language Standards
PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	L.5.1.a L.5.1.d	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Recognize and correct inappropriate shifts in verb tense.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL	L.5.1.d	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Recognize and correct inappropriate shifts in verb tense.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	L.5.1.d	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Recognize and correct inappropriate shifts in verb tense.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.
PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / STANDARD	L.5.1.d	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Recognize and correct inappropriate shifts in verb tense.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards

OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 7: INVENTIVE WRITING Week 17 Page 147-152
		Maryland College and Career-Ready Standards  Language Arts
		Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LEVEL

## College and Career Readiness Anchor Standards for Writing

OTANDAND		
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.5.2.e	Provide a concluding statement or section related to the information or explanation presented.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a

minimum of two pages in a single sitting.

STRAND /	
TOPIC /	
STANDARD	

OBJECTIVE

L.5.2.e

# **Writing Standards**

TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Spell grade-appropriate words correctly, consulting references as needed.

STRAND /
TOPIC /
STANDARD

#### Language Standards

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

#### STRAND / TOPIC / STANDARD

## Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

# Maryland College and Career-Ready Standards Language Arts Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)

STRAND / TOPIC / STANDARD

## College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### STRAND / TOPIC / STANDARD

### College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### STRAND / TOPIC / STANDARD

College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)

INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC /		Language Standards  Conventions of Standard English
TOPIC / STANDARD	L.5.1	
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	<b>L.5.1</b> L.5.1.a	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	L.5.1.a	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC /	L.5.1.a	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Recognize and correct inappropriate shifts in verb tense.
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  STRAND / TOPIC / STANDARD	L.5.1.a	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Recognize and correct inappropriate shifts in verb tense.  Language Standards
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	L.5.1.a L.5.1.d	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Recognize and correct inappropriate shifts in verb tense.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and

TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176
		Maryland College and Career-Ready Standards Language Arts
		Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR / PROFICIENCY LEVEL	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events ideas, concepts, or information in two or more texts.
INDICATOR / PROFICIENCY LEVEL	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of vie they represent.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons a evidence support which point(s).
INDICATOR / PROFICIENCY LEVEL	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeab
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, ar audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR /	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing

## **Writing Standards**

sentences.

STANDARD		
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR I PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular

OD JEOTIVE		
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194
		Maryland College and Career-Ready Standards  Language Arts
		Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details

	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
	CCRA.R. 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.
	CCRA.R.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a
	5	section, chapter, scene, or stanza) relate to each other and the whole.
PROFICIENCY	5	College and Career Readiness Anchor Standards for Reading
PROFICIENCY ! LEVEL  STRAND / TOPIC /	5	
PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR		College and Career Readiness Anchor Standards for Reading
PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  INDICATOR /	CCRA.R.	College and Career Readiness Anchor Standards for Reading  Integration of Knowledge and Ideas  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  INDICATOR / PROFICIENCY	CCRA.R. 7 CCRA.R.	College and Career Readiness Anchor Standards for Reading  Integration of Knowledge and Ideas  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the
PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / TOPIC /	CCRA.R. 7 CCRA.R.	Integration of Knowledge and Ideas  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR /	CCRA.R. 7  CCRA.R. 9	Integration of Knowledge and Ideas  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  College and Career Readiness Anchor Standards for Reading
PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / STANDARD  TOPIC / STANDARD  INDICATOR / PROFICIENCY LEVEL	CCRA.R. 9	Integration of Knowledge and Ideas  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  College and Career Readiness Anchor Standards for Reading  Range of Reading and Level of Text Complexity

INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	CCRA.S L.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
INDICATOR / PROFICIENCY LEVEL	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes

INDICATOR / PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").

OBJECTIVE

L.5.3.a

#### **Writing Standards**

NDICATOR   Range of Writing
STRAND / TOPIC / INDICATOR / L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or Speaking.  L5.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular semences.  L5.1 Agouge Standards  OBJECTIVE L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or semences.  Conventions of Standard English in verb tense.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular semences.  OBJECTIVE L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or semences.  OBJECTIVE L5.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular semences.  OBJECTIVE L5.1 Language Standards  OBJECTIVE L5.1 Language Standards  TOPIC / STANDARD  Conventions of Standard English  INDICATOR / L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  EVEL L5.2 Spell grade-appropriate words correctly, consulting references as needed.  Knowledge of Language  INDICATOR / L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD  TOPIC / STANDARD  Language Standards  Conventions of Standard English  NDICATOR / PROFICIENCY LEVEL  LS.1 Demonstrate command of the conventions of standard English grammar and usage when writing or sentences.  OBJECTIVE L5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  STRAND / TOPIC / STANDARD  TOPIC / Recognize and correct inappropriate shifts in verb tense.  STRAND / TOPIC / INDICATOR / INDI
INDICATOR   INDICATOR   INDICATOR   PROFICIENCY LEVEL  STRAND   TOPIC   STANDARD  Conventions of Standard English INDICATOR   INDICATOR   PROFICIENCY LEVEL  Language Standards  Conventions of Standard English INDICATOR   INDICATOR   PROFICIENCY LEVEL  Conventions of Standard English INDICATOR   INDICATOR   PROFICIENCY LEVEL  L5.1a
PROFICIENCY LEVEL  STRAND / TOPIC / INDICATOR  TOPIC / INDICATOR  TOPIC / INDICATOR / PROFICIENCY  L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  OBJECTIVE L5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  OBJECTIVE L5.1d Recognize and correct inappropriate shifts in verb tense.  STRAND / TOPIC / STANDARD  INDICATOR / RROFICIENCY L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L5.2 Spell grade-appropriate words correctly, consulting references as needed.  STRAND / TOPIC / STANDARD  INDICATOR / L5.2 Spell grade-appropriate words correctly, consulting references as needed.  Knowledge of Language  INDICATOR / L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
TOPIC I INDICATOR I Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  U.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  U.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  U.5.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  U.5.1 Recognize and correct inappropriate shifts in verb tense.  U.5.2 Language Standards  UNDICATOR   L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  U.5.2 Spell grade-appropriate words correctly, consulting references as needed.  U.5.2 Spell grade-appropriate words correctly, consulting references as needed.  U.5.3 Use knowledge of Language  UNDICATOR   L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR / PROFICIENCY L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  USJECTIVE L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  USJECTIVE L.5.1.d Recognize and correct inappropriate shifts in verb tense.  STRAND / TOPIC / STANDARD  INDICATOR / PROFICIENCY L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  USJECTIVE L.5.2. Spell grade-appropriate words correctly, consulting references as needed.  STRAND / TOPIC / STANDARD  TOPIC / STANDARD  INDICATOR / L.5.2. Use knowledge of Language and its conventions when writing, speaking, reading, or listening.
Speaking.   Spea
OBJECTIVE L.5.1.d Recognize and correct inappropriate shifts in verb tense.  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR   L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  OBJECTIVE L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR   Knowledge of Language  INDICATOR / L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STRAND / TOPIC / STANDARD  TOPIC / Conventions of Standard English  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  STRAND / TOPIC / STANDARD  TOPIC / STANDARD  Knowledge of Language  INDICATOR / L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  OBJECTIVE  L.5.2. Spell grade-appropriate words correctly, consulting references as needed.  STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  Knowledge of Language  INDICATOR / L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR   INDICATOR   PROFICIENCY LEVEL
PROFICIENCY LEVEL  OBJECTIVE  L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.  STRAND / TOPIC / STANDARD  Knowledge of Language INDICATOR /  L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STRAND / TOPIC / STANDARD  TOPIC / Knowledge of Language INDICATOR / L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
TOPIC / STANDARD  TOPIC / Knowledge of Language INDICATOR / L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR  INDICATOR / L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LEVEL

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STRAND /
TOPIC /
STANDARD

#### Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.

#### STRAND / TOPIC / STANDARD

#### Language Standards

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

## Maryland College and Career-Ready Standards Language Arts

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

#### STRAND / TOPIC / STANDARD

#### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### STRAND / TOPIC / STANDARD

#### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	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.

INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as we as in words.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEVEL

### College and Career Readiness Anchor Standards for Writing

STANDARD		
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL		Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY	CCRA.L.	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.

#### College and Career Readiness Anchor Standards for Language

STANDARD		
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATOR / PROFICIENCY LEVEL	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure

INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
INDICATOR / PROFICIENCY LEVEL	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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).
INDICATOR / PROFICIENCY LEVEL	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC /		Writing Standards  Text Types and Purposes
TOPIC / STANDARD	W.5.2	
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	<b>W.5.2</b> W.5.2.a	Text Types and Purposes
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL		Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	W.5.2.a	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	W.5.2.a W.5.2.b	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  STRAND / TOPIC /	W.5.2.a W.5.2.b	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR /	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
PROFICIENCY LEVEL		
	W.5.9.b	Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"").
LEVEL	W.5.9.b	
OBJECTIVE  STRAND / TOPIC /	W.5.9.b	support particular points in a text, identifying which reasons and evidence support which point[s]"").
OBJECTIVE  STRAND / TOPIC / STANDARD	W.5.9.b W.5.10	support particular points in a text, identifying which reasons and evidence support which point[s]"").  Writing Standards
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY		support particular points in a text, identifying which reasons and evidence support which point[s]"").  Writing Standards  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC /		support particular points in a text, identifying which reasons and evidence support which point[s]"").  Writing Standards  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / TOPIC / STANDARD  TOPIC / INDICATOR / PROFICIENCY LEVEL  STRAND / TOPIC / STANDARD		support particular points in a text, identifying which reasons and evidence support which point(s)"").  Writing Standards  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards

TOPIC /		Conventions of Standard English
INDICATOR		
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 6	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY	CCRA.R.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LEVEL

### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.

### College and Career Readiness Anchor Standards for Writing

STANDARD		
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration

INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC /		Writing Standards  Text Types and Purposes
TOPIC / STANDARD	W.5.3	
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY	<b>W.5.3</b> W.5.3.a	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique,
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL		Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	W.5.3.a	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE	W.5.3.a W.5.3.d	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use concrete words and phrases and sensory details to convey experiences and events precisely.
TOPIC / STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  OBJECTIVE  STRAND / TOPIC /	W.5.3.a W.5.3.d	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Provide a conclusion that follows from the narrated experiences or events.

INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.a	Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
OBJECTIVE	SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND /
TOPIC /
STANDARD

INDICATOR

#### Language Standards

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TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
OBJECTIVE	L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC /		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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		Maryland College and Career-Ready Standards
		Language Arts Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
STRAND / FOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	CCRA.R.	Assess how point of view or purpose shapes the content and style of a text.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading

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

Integration of Knowledge and Ideas

as in words.

TOPIC / INDICATOR

INDICATOR / C
PROFICIENCY 7

LEVEL

STRAND /
TOPIC /
STANDARD

#### College and Career Readiness Anchor Standards for Reading

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 10	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	CCRA.S L.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	CCRA.L. 2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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.
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Foundational Skills Standards
TOPIC /		Fluency

INDICATOR / PROFICIENCY LEVEL	RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4.a	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4.c	Use context to confirm or self correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / TOPIC / STANDARD		Reading Literature Standards
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
OBJECTIVE	W.5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.

OBJECTIVE	W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
INDICATOR / PROFICIENCY LEVEL	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9.a	Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
	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 / PROFICIENCY	<b>SL.5.1</b> SL.5.1.a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own
INDICATOR  INDICATOR / PROFICIENCY LEVEL		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and

OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE	L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
OBJECTIVE	L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / PROFICIENCY LEVEL	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.
OBJECTIVE	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.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245
		Maryland College and Career-Ready Standards  Language Arts  Grade 5 - Adopted: 2010/Implemented 2013 (CCSS)
STRAND /		
TOPIC / STANDARD		College and Career Readiness Anchor Standards for Reading
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	CCRA.R. 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.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing
TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Writing

TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	CCRA.W. 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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	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 / TOPIC / STANDARD		College and Career Readiness Anchor Standards for Language
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC / STANDARD		Reading Informational Text Standards
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / TOPIC / STANDARD		Writing Standards

TOPIC / INDICATOR		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	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.)
INDICATOR / PROFICIENCY LEVEL	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5.)
STRAND / TOPIC / STANDARD		Writing Standards
TOPIC / INDICATOR		Range of Writing
INDICATOR / PROFICIENCY LEVEL	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 / TOPIC / STANDARD		Speaking and Listening Standards
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / TOPIC / STANDARD		Language Standards
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.5.6	Acquire and use accurately Grade appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).