

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	1	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	2	CCRA.R. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	3	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	4	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	5	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.

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Reading**

TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	7	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. 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. 4	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. 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 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. 1	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. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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 / 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		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).
-------------------------------------	-------	---

**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. 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.
-------------------------------	-----------	--

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. 4	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. 6	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. 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 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. 1	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. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-------------------------------	-----------	---

STRAND / 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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 / 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 2: WRITING FROM NOTES Week 3 Page 31-36

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. 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.
-------------------------------	-----------	--

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.4 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.6 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.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 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. 1	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. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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 / 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 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

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. 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 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. 1	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. 3	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. 4	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. 6	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. 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 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. 1	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.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-------------------------------	----------	---

STRAND / 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.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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 /
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.

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).

**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. 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 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. 1	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. 3	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. 4	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. 6	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. 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 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. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-------------------------------	-----------	---

STRAND / 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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 / 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**

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 / 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 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

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. 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 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. 1	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. 3	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. 4	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. 6	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
10

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
L.1

CCRA.S 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
2

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
3

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
4

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
6

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 / 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**

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. 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.
-------------------------------	-----------	--

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. 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. 4	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. 6	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. 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 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. 1	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. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-------------------------------	-----------	---

STRAND / 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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
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).

**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. 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.
-------------------------------	-----------	--

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. 4	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. 6	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. 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		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. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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.5.2	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.
-----------	---------	---

**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 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. 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.

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. 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. 4	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. 6	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
10

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
L.1

CCRA.S 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
L.4

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.

INDICATOR / PROFICIENCY LEVEL
L.6

CCRA.S 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
1

CCRA.L. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR / PROFICIENCY LEVEL
2

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
3

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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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
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).

**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. 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. 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. 4	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. 6	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. 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		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. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-------------------------------	-----------	---

STRAND / 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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.5.2	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

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).
-------------------------------	-------	---

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. 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
2
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
4
CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

INDICATOR / PROFICIENCY LEVEL
5
CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / PROFICIENCY LEVEL
6
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
10
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
2
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
3
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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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.5.2	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**

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. 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. 3	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. 4	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. 6	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. 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		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.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-------------------------------	----------	---

STRAND / 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.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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.
-----------	---------	--

**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
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.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).

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. 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. 4	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. 6	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. 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		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. 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND / 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. 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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 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. 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.
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. 4	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. 6	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. 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		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. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-------------------------------	-----------	---

STRAND / 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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.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.
-------------------------------	-----------	---

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	4	CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	5	CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / PROFICIENCY LEVEL	6	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	7	CCRA.W. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	8	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	9	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	10	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	2	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.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-------------------------------	----------	---

STRAND / 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.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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.5.7	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 / 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 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. 4	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. 6	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.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		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 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		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.5.6	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. 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. 4	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. 6	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.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		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 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		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.5.6	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. 3	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. 4	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. 6	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
10

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
1

CCRA.L. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR / PROFICIENCY LEVEL
2

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
6

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 / 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.5.6 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. 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.

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. 4	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. 6	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. 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 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. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-------------------------------	-----------	---

STRAND / 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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).

**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. 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	2	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	4	CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-------------------------------	---	--

INDICATOR / PROFICIENCY LEVEL	5	CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
-------------------------------	---	---

INDICATOR / PROFICIENCY LEVEL	6	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	7	CCRA.W. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
-------------------------------	---	---

INDICATOR / PROFICIENCY LEVEL	8	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	9	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	10	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. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-------------------------------	--------------	---

STRAND / 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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 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. 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.

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. 4	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. 6	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. 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 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. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**STRAND /
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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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).

**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. 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 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. 1	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. 3	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. 4	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. 6	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. 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 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. 3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-------------------------------	-----------	---

STRAND / 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. 6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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 / 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**

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 23 Page 233-244

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. 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 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. 1	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. 3	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. 4	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. 6	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
10

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
L.1

CCRA.S 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
2

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
3

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
4

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
6

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 / 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 **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. 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. 4 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		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.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
-------------------------------	----------	---

STRAND / TOPIC / STANDARD **College and Career Readiness Anchor Standards for Language**

TOPIC / INDICATOR		Vocabulary Acquisition and Use
-------------------	--	--------------------------------

INDICATOR / PROFICIENCY LEVEL	CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge 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).
-------------------------------	-------	---