$\textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$ Secondary Criteria: Maine Learning Results

> Subject: Language Arts Grade: 5

Structure and Style for Students

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

		Maine Learning Results Language Arts Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / **DOMAIN**

SPEAKING AND LISTENING

CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration			
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.			
EXPECTATION	SL.1.5.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.			
GRADE EXPECTATION	SL.1.5.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.			
GRADE EXPECTATION	SL.1.5.b.	Follow agreed-upon rules for discussions and carry out assigned roles.			
GRADE EXPECTATION	SL.1.5.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.			
STRAND / DOMAIN		SPEAKING AND LISTENING			
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas			
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.			
EXPECTATION	SL.3.5.a.	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.			
STRAND / DOMAIN		SPEAKING AND LISTENING			
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas			
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.			
EXPECTATION	SL.4.5.	Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register.			
STRAND / DOMAIN		READING			
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details			
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.			
EXPECTATION	R.4.5.	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.			
STRAND / DOMAIN		READING			
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details			

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.		
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.		
STRAND / DOMAIN		READING		
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure		
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.		
EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.		
STRAND / DOMAIN		READING		
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure		
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.		
EXPECTATION	R.8.5.a.	Explain how the text's structure supports its meaning and the author's purpose of the text as a whole.		
STRAND / DOMAIN		READING		
CATEGORY I PERFORMANC E INDICATOR		Fluency		
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension		
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.		
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.		
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
STRAND / DOMAIN		WRITING		
CATEGORY I PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge		
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.		
EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.		

STRAND / DOMAIN		WRITING			
CATEGORY / PERFORMANC E INDICATOR		Process and Production			
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.			
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.			
STRAND / DOMAIN		WRITING			
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose			
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.			
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.			
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.			
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.			
		UNIT 2: WRITING FROM NOTES Week 2 Page 19-30			
		Maine Learning Results			
		Language Arts Grade 5 - Adopted: 2020			
STRAND / DOMAIN		Guiding Principles			
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.			
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.			
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.			
STRAND / DOMAIN		LANGUAGE			
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English			

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

EXPECTATION L.1.5.d. Recognize and correct inappropriate shifts in verb tense.

STANDARD

L.1:

STRAND /		LANGUAGE
DOMAIN		
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		SPEAKING AND LISTENING

CATEGORY / PERFORMANC E INDICATOR

Comprehension and Collaboration

STRAND / DOMAIN SPEAKING AND LISTENING SPEAKING AND LISTENING Presentation of Knowledge and Ideas EXPECTATION SL.3: Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. EXPECTATION SL.35.a. 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. STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR SL.4: Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. EXPECTATION SL.4: Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate register. STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR Key Ideas and Details Key Ideas and Details						
with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. GRADE EXPECTATION SL15.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. GRADE EXPECTATION SL15.b. Follow agreed-upon rules for discussions and carry out assigned miles. EXPECTATION SL15.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. STRAND I SPEAKING AND LISTENING CATEGORY/ PERFORMANC EINDICATOR SL3.1 Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. EXPECTATION SL3.5.a. Report on a topic or text or present an opinon, sequencing ideas logically and using appropriate tock and relevant descriptive details to support main ideas or themes; speak clearly at an undestandable pace. STRAND I SPEAKING AND LISTENING STRAND SL3.5 SPEAKING AND LISTENING Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. STRAND SPEAKING AND LISTENING STRAND SL4.5 Adapt speech to a variety of comexts and tasks, demonstrating command of language in the appropriate register. STRAND READING READING READING READING READING RA4.5 Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences. STRAND READING RE	STANDARD	SL.1:				
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	STANDARD	R.5:				

EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.5.a.	Explain how the text's structure supports its meaning and the author's purpose of the text as a whole.
STRAND / DOMAIN		READING
DOWAIN		
CATEGORY / PERFORMANC E INDICATOR		Fluency
CATEGORY / PERFORMANC	R.12:	Fluency Read with sufficient accuracy and fluency to support comprehension
CATEGORY / PERFORMANC E INDICATOR		
CATEGORY / PERFORMANC E INDICATOR STANDARD		Read with sufficient accuracy and fluency to support comprehension
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND /	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension. Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension. Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension. Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the

STRAND / DOMAIN		WRITING		
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose		
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.		
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.		
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.		
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.		
		UNIT 2: WRITING FROM NOTES Week 3 Page 31-36		
		Maine Learning Results		
		Language Arts		
		Grade 5 - Adopted: 2020		
STRAND / DOMAIN		Guiding Principles		
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.		
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.		
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.		
STRAND / DOMAIN		LANGUAGE		
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English		
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.		
STRAND / DOMAIN		LANGUAGE		

P	CATEGORY / PERFORMANC INDICATOR	Conventions of Standard English
5	STANDARD	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.5.e. Spell grade-appropriate words correctly, consulting references as needed.

STRAND /	
DOMAIN	

EXPECTATION

EXPECTATION

GRADE

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DOMAIN		
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.5.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE	SL.1.5.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.

SL.1.5.b. Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE EXPECTATION	SL.1.5.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.5.a.	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.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY I PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.5.	Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.5.	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.

EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.5.a.	Explain how the text's structure supports its meaning and the author's purpose of the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.

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

Maine Learning Results Language Arts Grade 5 - Adopted: 2020

		Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

EXPECTATION

GRADE EXPECTATION	L.3.5.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.5.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.5.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.
GRADE EXPECTATION	SL.1.5.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.5.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY /		Presentation of Knowledge and Ideas

STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.5.a.	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.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.5.	Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.a.	Summarize texts, including theme and character development.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.5.a.	Describe how a narrator's or speaker's point of view influences how events are described in various contexts.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		Maine Learning Results
		Language Arts
		Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.

E INDICATOR

CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION GRADE EXPECTATION	L.3.5. L.3.5.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
GRADE		
GRADE EXPECTATION GRADE	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
GRADE EXPECTATION GRADE EXPECTATION STRAND /	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. LANGUAGE
GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	L.3.5.b.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. LANGUAGE Vocabulary Acquisition and Use Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words

GRADE EXPECTATION	L.4.5.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 / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.5.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.5.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.
GRADE EXPECTATION	SL.1.5.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.5.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.a.	Summarize texts, including theme and character development.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.5.a.	Describe how a narrator's or speaker's point of view influences how events are described in various contexts.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.

EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
		Maine Learning Results
		Language Arts
		Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GRADE EXPECTATION	L.3.5.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.5.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.5.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.
GRADE EXPECTATION	SL.1.5.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.5.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.a.	Summarize texts, including theme and character development.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.5.a.	Describe how a narrator's or speaker's point of view influences how events are described in various contexts.
STRAND / DOMAIN		READING
		Fluency
CATEGORY / PERFORMANC	R.12:	
CATEGORY / PERFORMANC E INDICATOR	R.12: R.12.5.a.	Fluency
CATEGORY / PERFORMANC E INDICATOR STANDARD		Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND /	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	R.12.5.a. R.12.5.b. R.12.5.c.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68
		Maine Learning Results
		Language Arts Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	B.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.

STRAND / LANGUAGE DOMAIN

CATEGORY / PERFORMANC E INDICATOR	Conventions of Standard English
STANDARD	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.5.e. Spell grade-appropriate words correctly, consulting references as needed.

STRAND /	
DOMAIN	

GRADE

EXPECTATION

LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.5.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.5.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.

SL.1.5.b. Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE EXPECTATION	SL.1.5.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.5.a.	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.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY I PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.5.	Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.5.	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.

EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.5.a.	Explain how the text's structure supports its meaning and the author's purpose of the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		WRITING
		WRITING Inquiry to Build and Present Knowledge
CATEGORY / PERFORMANC	W.1:	
CATEGORY / PERFORMANC E INDICATOR	W.1: W.1.5.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a
CATEGORY I PERFORMANC E INDICATOR STANDARD		Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND /	W.1.5.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND /	W.1.5.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Summarize or paraphrase notes on sources and sort information into provided categories.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	W.1.5.b.	Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Summarize or paraphrase notes on sources and sort information into provided categories. WRITING
PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	W.1.5.b. W.1.5.c.	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism. Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions. Summarize or paraphrase notes on sources and sort information into provided categories. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76
		Maine Learning Results
		Language Arts
		Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English

Demonstrate command of the conventions of standard English capitalization, punctuation, and

Spell grade-appropriate words correctly, consulting references as needed.

STRAND / LANGUAGE DOMAIN

L.2.5.e.

L.2:

spelling when writing.

STANDARD

EXPECTATION

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.5.	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.5.a.	Explain how the text's structure supports its meaning and the author's purpose of the text as a whole.
STRAND /		READING
DOMAIN		
CATEGORY / PERFORMANC E INDICATOR		Fluency
CATEGORY / PERFORMANC	R.12:	Fluency Read with sufficient accuracy and fluency to support comprehension
CATEGORY / PERFORMANC E INDICATOR		
CATEGORY / PERFORMANC E INDICATOR STANDARD		Read with sufficient accuracy and fluency to support comprehension
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND /	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension. Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension. Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	R.12.5.a. R.12.5.b. R.12.5.c.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING Inquiry to Build and Present Knowledge Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84
		Maine Learning Results
		Language Arts Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English

STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or
		speaking.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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, povertheless

 $including\ those\ that\ signal\ contrast,\ addition,\ and\ other\ logical\ relationships\ (e.g.,\ however,\ although,\ nevertheless,$

similarly, moreover, in addition).

STRAND	I
DOMAIN	

STRAND / DOMAIN READING

SPEAKING AND LISTENING

DOWAIN		
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.5.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.5.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.
GRADE EXPECTATION	SL.1.5.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.5.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.3:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.3.5.a.	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.
STRAND / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.4:	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.
EXPECTATION	SL.4.5.	Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.5.	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.5.a.	Explain how the text's structure supports its meaning and the author's purpose of the text as a whole.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.

EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.5.c.	Summarize or paraphrase notes on sources and sort information into provided categories.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92
		Maine Learning Results Language Arts Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.c.	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION L.5. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal cormant, addition, and other logical relationships (e.g., however, abdough, nevertheless, similarly, montover, in addition). STRAND / DOMAIN READING READING RA4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cities specific textual evidence to support conclusions drawn from the text. EXPECTATION RA4. Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and the making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when making inferences; and the sent says explicitly and when makin			
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CATEGORY / Fluency PERFORMANC E INDICATOR	EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
PERFORMANC E INDICATOR			READING
ST ANDARD R.12: Read with sufficient accuracy and fluency to support comprehension	PERFORMANC		Fluency
	STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100
		Maine Learning Results
		Language Arts
		-
		Language Arts
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	Α.	Language Arts Grade 5 - Adopted: 2020
CATEGORY / PERFORMANC	A. B.	Language Arts Grade 5 - Adopted: 2020 Guiding Principles Clear and effective communicator: Students participate in a range of evidence-based discussions and generate

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.c.	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CATEGORY/ PERFORMANC EXPECTATION R.5.b. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. EXPECTATION R.5.b. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. EXPECTATION R.5.b. Analyze relationships or interactions between individuals, events, including determining technical, connotative, and figurative meanings, and analyze how specific words and phrases. EXPECTATION R.5.c. Determine the meanings of words and phrases including fluurative language and connotations as five are used in a text. EXPECTATION R.5.c. Determine the meanings of words and phrases. EXPECTATION R.5.c. Determine the meanings of words and phrases. EXPECTATION R.5.c. Determine the meanings of domain-specific words and phrases. EXPECTATION R.5.c. Determine the meanings of domain-specific words and phrases. EXPECTATION R.5.c. Determine the meanings of domain-specific words and phrases.			
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ENDICATOR R.4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cities specific textual endence to support conclusions drawn from the text. EXPECTATION R.4.: Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences; inferences. STRAND I EXPECTATION R.5.: Very ideas and Details EXPECTATION R.5.D. Summarize texts, including how the key details support two or more central idea(s) or theme(s) and analyze its development; throughout each text. EXPECTATION R.5.D. Summarize texts, including how the key details support two or more central ideas. STRAND I READING CATEGORYI PERFORMANC EINDICATOR R.6.: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.6.: Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. STRAND I CATEGORYI PERFORMANC EINDICATOR R.7.: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.5.a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. EXPECTATION R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND I CATEGORYI PERFORMANC EINDICATOR Fluency Fluenc	STRAND / DOMAIN		READING
EXPECTATION R.4.5. Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences. READING READING READING READING REFORMANC R.5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. EXPECTATION R.5.5. Summarize texts, including how the key details support two or more central ideas. READING CATEGORY/ ERPORMANC READING READING READING READING R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.6.5. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. EXPECTATION R.6.5. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. READING CATEGORY/ PERFORMANC CATEGORY/ PERFORMANC CATEGORY/ PERFORMANC CATEGORY/ PERFORMANC R.7.5.a. Determine the meanings of words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.5.a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. EXPECTATION R.7.5.a. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN READING CATEGORY/ PERFORMANC EXPECTATION R.7.5.a. Initiate strategies to determine meaning of domain-specific words and phrases.	PERFORMANC		Key Ideas and Details
STRAND I DOMAIN READING Key Ideas and Details EXPECTATION R.5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. EXPECTATION R.5.D. Summarize texts, including how the key details support two or more central ideas. READING READING READING READING CATEGORY I PERFORMANC EINDICATOR R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.6.D. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. STRAND I DOMAIN READING CATEGORY I PERFORMANC EINDICATOR R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.5.D. Determine the meanings of words and phrases including figurative language and connotations as they are used in a lext. EXPECTATION R.7.5.D. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND I DOMAIN READING Fluency Fluenc	STANDARD	R.4:	
CATEGORY/ PERFORMANC EINDICATOR R.5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. EXPECTATION R.5.5. Summarize texts, including how the key details support two or more central ideas. STRAND / DOMAIN CATEGORY/ PERFORMANC EINDICATOR R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.6.5. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. STRAND / DOMAIN CATEGORY/ PERFORMANC EINDICATOR STANDARD R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.5. Determine the meanings of words and phrases including figurative language and connotations as they are used in a lext. EXPECTATION R.7.5. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / READING CATEGORY/ PERFORMANC EINDICATOR Fluency Fluency Fluency Fluency Fluency	EXPECTATION	R.4.5.	
ERFORMANC EINDICATOR STANDARD R.5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text. EXPECTATION R.5.5. Summarize texts, including how the key details support two or more central ideas. STRAND / DOMAIN CATEGORY/ PERFORMANC EINDICATOR STANDARD R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.6.5. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. STRAND / DOMAIN CATEGORY/ PERFORMANC EINDICATOR STANDARD R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.5. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. EXPECTATION R.7.5. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN CATEGORY/ PERFORMANC EINDICATOR Fluency Fluency	STRAND / DOMAIN		READING
EXPECTATION R.5.5.b. Summarize texts, including how the key details support two or more central ideas. STRAND / BOMAIN READING Key Ideas and Details PERFORMANC INDICATOR STANDARD R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.6.5.b. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. STRAND / BOMAIN READING Craft and Structure EINDICATOR STANDARD R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.5.a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. EXPECTATION R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / BOMAIN R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. Fluency Fluency Fluency Fluency	PERFORMANC		Key Ideas and Details
READING CATEGORY/ PERFORMANC EINDICATOR R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.6.5.b. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. STRAND / READING CATEGORY/ PERFORMANC EINDICATOR STANDARD R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.5.a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. EXPECTATION R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN CATEGORY/ PERFORMANC EINDICATOR Fluency Fluency Fluency	STANDARD	R.5:	
CATEGORY / PERFORMANC EINDICATOR R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION R.6.5.b. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. READING CATEGORY / PERFORMANC EINDICATOR STANDARD R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.5.a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. EXPECTATION R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN CATEGORY / PERFORMANC EINDICATOR Fluency Fluency Fluency	EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
EXPECTATION R.7.5.a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. EXPECTATION R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN R.7.5.a. READING R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN CATEGORY / PERFORMANC EINDICATOR Fluency Fluency	STRAND / DOMAIN		READING
EXPECTATION R.6.5.b. Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text. READING CATEGORY/ PERFORMANC E INDICATOR R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.5.a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. EXPECTATION R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN CATEGORY/ PERFORMANC E INDICATOR Fluency Fluency	PERFORMANC		Key Ideas and Details
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.5.a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. EXPECTATION R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR Fluency	STANDARD	R.6:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CATEGORY / PERFORMANC E INDICATOR R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.5.a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. EXPECTATION R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR Fluency	EXPECTATION	R.6.5.b.	Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text.
PERFORMANC E INDICATOR STANDARD R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. EXPECTATION R.7.5.a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. EXPECTATION R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN Fluency Fluency Fluency	STRAND / DOMAIN		READING
EXPECTATION R.7.5.a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. EXPECTATION R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN Fluency Fluency Fluency	PERFORMANC		Craft and Structure
EXPECTATION R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases. STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR Fluency	STANDARD	R.7:	
STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR READING Fluency	EXPECTATION	R.7.5.a.	
CATEGORY / Fluency PERFORMANC E INDICATOR	EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
PERFORMANC E INDICATOR	STRAND / DOMAIN		READING
STANDARD R.12: Read with sufficient accuracy and fluency to support comprehension	PERFORMANC		Fluency
	STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension

EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110
		Maine Learning Results
		Language Arts Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.1.5.c.	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use

STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.

EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122
		Maine Learning Results
		Language Arts Grade 5 - Adopted: 2020
CTDAND /		
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		READING
DOMAIN		
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
CATEGORY / PERFORMANC	R.4:	Key Ideas and Details Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
CATEGORY / PERFORMANC E INDICATOR	R.4: R.4.5.	Read various texts closely to determine what each text explicitly says and to make logical inferences;

CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.5.a.	Explain how the text's structure supports its meaning and the author's purpose of the text as a whole.
EXPECTATION	R.8.5.b.	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 on the same topic.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.5.b.	Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
LINDIOATOR		
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).

EXPECTATION R.11.5.b. Compare and contrast how two or more authors of the same text type interpret similar themes and topics.

EXPECTATION	R.11.5.c.	Draw on information presented in various texts in order to answer a question or to solve a problem.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.5.c.	Summarize or paraphrase notes on sources and sort information into provided categories.
EXPECTATION	W.1.5.d.	Provide a list of sources.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134
		Maine Learning Results Language Arts Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	A.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
TRAND / OOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.5.	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure

STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.5.a.	Explain how the text's structure supports its meaning and the author's purpose of the text as a whole.
EXPECTATION	R.8.5.b.	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 on the same topic.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.5.b.	Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.5.b.	Compare and contrast how two or more authors of the same text type interpret similar themes and topics.
EXPECTATION	R.11.5.c.	Draw on information presented in various texts in order to answer a question or to solve a problem.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.5.c.	Summarize or paraphrase notes on sources and sort information into provided categories.
EXPECTATION	W.1.5.d.	Provide a list of sources.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

Maine Learning Results Language Arts

Grade 5 - Adopted: 2020

STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STRAND /	
DOMAIN	

R.7:

STANDARD

LANGUAGE

CATEGORY /		
PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.5.	
	K.4.5.	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN	K.4.5.	
	K.4.5.	inferences.
CATEGORY / PERFORMANC	R.5:	inferences. READING
CATEGORY / PERFORMANC E INDICATOR		READING Key Ideas and Details Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze
CATEGORY / PERFORMANC E INDICATOR STANDARD	R.5: R.5.5.b.	READING Key Ideas and Details Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.

Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
EXPECTATION	R.8.5.a.	Explain how the text's structure supports its meaning and the author's purpose of the text as a whole.
EXPECTATION	R.8.5.b.	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 on the same topic.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.5.b.	Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.5.b.	Compare and contrast how two or more authors of the same text type interpret similar themes and topics.
EXPECTATION	R.11.5.c.	Draw on information presented in various texts in order to answer a question or to solve a problem.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.5.a.	Investigate and generate questions by participating in research that builds varied knowledge about a topic.
EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.5.c.	Summarize or paraphrase notes on sources and sort information into provided categories.
EXPECTATION	W.1.5.d.	Provide a list of sources.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY /		
PERFORMANC E INDICATOR		Composing for Audience and Purpose
	W.3:	Composing for Audience and Purpose Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
E INDICATOR	W.3: W.3.5.a.	Routinely produce a variety of clear and coherent writing in which the development, organization, and
ST AND ARD		Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies
STANDARD EXPECTATION	W.3.5.a.	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose. Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.

Maine Learning Results Language Arts Grade 5 - Adopted: 2020

STRAND / **DOMAIN**

Guiding Principles

CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR		A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.5.	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 / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.5.e.	Provide a sense of closure that is related to the ideas presented.
		UNIT 7: INVENTIVE WRITING Week 17 Page 147-152

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STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.5.	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 / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.5.e.	Provide a sense of closure that is related to the ideas presented.

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STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

EXPECTATION	L.6.5.	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 / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY I PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176
		Maine Learning Results
		Language Arts Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
		LANGUAGE Knowledge of Language
CATEGORY / PERFORMANC	L.3:	
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
CATEGORY / PERFORMANC E INDICATOR STANDARD		Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE	L.3.5.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND /	L.3.5.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	L.3.5.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	L.3.5.a. L.4:	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. LANGUAGE Vocabulary Acquisition and Use Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	L.3.5.a. L.4:	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. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. LANGUAGE Vocabulary Acquisition and Use Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.5.	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
		READING Craft and Structure
CATEGORY / PERFORMANC	R.7:	
CATEGORY / PERFORMANC E INDICATOR	R.7: R.7.5.a.	Craft and Structure Interpret words and phrases as they are used in various texts, including determining technical,
CATEGORY / PERFORMANC E INDICATOR STANDARD		Craft and Structure Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meanings of words and phrases including figurative language and connotations as they are used in a
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.7.5.a.	Craft and Structure Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND /	R.7.5.a.	Craft and Structure Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. Initiate strategies to determine meaning of domain-specific words and phrases.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.7.5.a.	Craft and Structure Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. Initiate strategies to determine meaning of domain-specific words and phrases. READING

EXPECTATION	R.8.5.b.	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 on the same topic.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.5.b.	Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.5.b.	Compare and contrast how two or more authors of the same text type interpret similar themes and topics.
EXPECTATION	R.11.5.c.	Draw on information presented in various texts in order to answer a question or to solve a problem.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.5.a.	Investigate and generate questions by participating in research that builds varied knowledge about a topic.
EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.5.c.	Summarize or paraphrase notes on sources and sort information into provided categories.

EXPECTATION	W.1.5.d.	Provide a list of sources.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194
		Maine Learning Results Language Arts Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
		LANGUAGE Knowledge of Language
CATEGORY / PERFORMANC	L.3:	
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
CATEGORY / PERFORMANC E INDICATOR STANDARD		Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE	L.3.5.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND /	L.3.5.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	L.3.5.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	L.3.5.a.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. LANGUAGE Vocabulary Acquisition and Use Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	L.3.5.a.	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. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. LANGUAGE Vocabulary Acquisition and Use Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.5.	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	R.7: R.7.5.a.	
STANDARD		connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meanings of words and phrases including figurative language and connotations as they are used in a
ST ANDARD EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
STANDARD EXPECTATION EXPECTATION STRAND /	R.7.5.a.	connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. Initiate strategies to determine meaning of domain-specific words and phrases.
EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.7.5.a.	Connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. Initiate strategies to determine meaning of domain-specific words and phrases. READING

EXPECTATION	R.8.5.b.	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 on the same topic.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.5.b.	Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.5.b.	Compare and contrast how two or more authors of the same text type interpret similar themes and topics.
EXPECTATION	R.11.5.c.	Draw on information presented in various texts in order to answer a question or to solve a problem.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.5.a.	Investigate and generate questions by participating in research that builds varied knowledge about a topic.
EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.5.c.	Summarize or paraphrase notes on sources and sort information into provided categories.

EXPECTATION	W.1.5.d.	Provide a list of sources.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216
		Maine Learning Results Language Arts Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.

CATEGORY / PERFORMANC E INDICATOR	E.	An integrative and informed thinker: Students frequently read, evaluate, and synthesize information and ideas from multiple sources, incorporating it into both oral and written communication.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
		LANGUAGE Knowledge of Language
CATEGORY / PERFORMANC	L.3:	
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make
CATEGORY / PERFORMANC E INDICATOR STANDARD		Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE	L.3.5.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND /	L.3.5.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	L.3.5.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	L.3.5.a. L.4:	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. LANGUAGE Vocabulary Acquisition and Use Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION GRADE EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR STANDARD	L.3.5.a. L.4:	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. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. LANGUAGE Vocabulary Acquisition and Use Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.4:	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	R.4.5.	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
		READING Craft and Structure
CATEGORY / PERFORMANC	R.7:	
CATEGORY / PERFORMANC E INDICATOR	R.7: R.7.5.a.	Craft and Structure Interpret words and phrases as they are used in various texts, including determining technical,
CATEGORY / PERFORMANC E INDICATOR STANDARD		Craft and Structure Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meanings of words and phrases including figurative language and connotations as they are used in a
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.7.5.a.	Craft and Structure Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND /	R.7.5.a.	Craft and Structure Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. Initiate strategies to determine meaning of domain-specific words and phrases.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.7.5.a.	Craft and Structure Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. Initiate strategies to determine meaning of domain-specific words and phrases. READING

EXPECTATION	R.8.5.b.	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 on the same topic.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.5.b.	Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Integration of Knowledge and Ideas
STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
EXPECTATION	R.11.5.b.	Compare and contrast how two or more authors of the same text type interpret similar themes and topics.
EXPECTATION	R.11.5.c.	Draw on information presented in various texts in order to answer a question or to solve a problem.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Inquiry to Build and Present Knowledge
STANDARD	W.1:	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
EXPECTATION	W.1.5.a.	Investigate and generate questions by participating in research that builds varied knowledge about a topic.
EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
EXPECTATION	W.1.5.c.	Summarize or paraphrase notes on sources and sort information into provided categories.

EXPECTATION	W.1.5.d.	Provide a list of sources.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232
		Maine Learning Results Language Arts Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.

STRAND / DOMAIN	LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANC E INDICATOR	Conventions of Standard English
STANDARD	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.2.5.e. Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
GRADE EXPECTATION	L.3.5.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.5.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.5.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.
GRADE EXPECTATION	SL.1.5.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.5.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Key Ideas and Details
STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.a.	Summarize texts, including theme and character development.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text

text.

STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.5.a.	Describe how a narrator's or speaker's point of view influences how events are described in various contexts.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Fluency
STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
EXPECTATION	W.2.5.b.	With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.5.e.	Provide a sense of closure that is related to the ideas presented.

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STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	D.	A responsible and involved citizen: Students demonstrate ethical behavior, particularly during the discussion of ideas, maintaining awareness of, and respect for, multiple and diverse perspectives.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.1.5.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Conventions of Standard English
STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN		LANGUAGE
CATEGORY / PERFORMANC E INDICATOR		Knowledge of Language
STANDARD	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.
EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

EXPECTATION

GRADE EXPECTATION	L.3.5.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4:	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.
EXPECTATION	L.4.5.	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.
GRADE EXPECTATION	L.4.5.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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 / DOMAIN		SPEAKING AND LISTENING
CATEGORY / PERFORMANC E INDICATOR		Comprehension and Collaboration
STANDARD	SL.1:	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
EXPECTATION	SL.1.5.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE EXPECTATION	SL.1.5.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.
GRADE EXPECTATION	SL.1.5.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE EXPECTATION	SL.1.5.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN		READING
CATEGORY I PERFORMANC E INDICATOR		Key Ideas and Details

STANDARD	R.5:	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
EXPECTATION	R.5.5.a.	Summarize texts, including theme and character development.
EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
STRAND / DOMAIN		READING
CATEGORY / PERFORMANC E INDICATOR		Craft and Structure
STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
EXPECTATION	R.9.5.a.	Describe how a narrator's or speaker's point of view influences how events are described in various contexts.
STRAND / DOMAIN		READING
		Fluency
CATEGORY / PERFORMANC	R.12:	
CATEGORY / PERFORMANC E INDICATOR	R.12: R.12.5.a.	Fluency
CATEGORY / PERFORMANC E INDICATOR STANDARD		Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND /	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC	R.12.5.a. R.12.5.b.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING
CATEGORY / PERFORMANC E INDICATOR STANDARD EXPECTATION EXPECTATION STRAND / DOMAIN CATEGORY / PERFORMANC E INDICATOR	R.12.5.a. R.12.5.b. R.12.5.c.	Read with sufficient accuracy and fluency to support comprehension Read with sufficient accuracy and fluency to support comprehension. Read various on-level texts with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. WRITING Process and Production Develop, strengthen, and produce polished writing by using a collaborative process that includes the

STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
EXPECTATION	W.3.5.e.	Provide a sense of closure that is related to the ideas presented.
		UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245
		Maine Learning Results Language Arts Grade 5 - Adopted: 2020
STRAND / DOMAIN		Guiding Principles
CATEGORY / PERFORMANC E INDICATOR	Α.	Clear and effective communicator: Students participate in a range of evidence-based discussions and generate detailed writing that are both used to communicate ideas clearly with others.
CATEGORY / PERFORMANC E INDICATOR	В.	A self-directed and lifelong learner: Students apply knowledge in new contexts and demonstrate flexibility including the ability to learn, unlearn and relearn.
CATEGORY / PERFORMANC E INDICATOR	C.	A creative and practical problem solver: Students use inquiry and writing processes that require adaptation to feedback through the use of reflection, sometimes persevering through multiple attempts.
STRAND / DOMAIN		LANGUAGE
CATEGORY I PERFORMANC E INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.6:	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
EXPECTATION	L.6.5.	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).

CATEGORY / PERFORMANC E INDICATOR	Craft and Structure

STRAND /

DOMAIN

READING

STANDARD	R.7:	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Process and Production
STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
EXPECTATION	W.2.5.a.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.
STRAND / DOMAIN		WRITING
CATEGORY / PERFORMANC E INDICATOR		Composing for Audience and Purpose
STANDARD	W.3:	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.
EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.

EXPECTATION

W.3.5.d. Use precise vocabulary/word choice.