

Main Criteria: 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE INDICATOR		Key Ideas and Details
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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.
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EXPECTATION R.5.5.b. Summarize texts, including how the key details support two or more central ideas.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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GRADE L.3.5.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION

**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.
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GRADE 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.
EXPECTATION

**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
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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.
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GRADE EXPECTATION	SL.1.5.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
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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.
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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.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
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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.
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EXPECTATION	SL.4.5.	Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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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.
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EXPECTATION	R.4.5.	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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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.
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EXPECTATION R.5.5.b. Summarize texts, including how the key details support two or more central ideas.

STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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
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.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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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.

Maine Learning Results

Language Arts

Grade 5 - Adopted: 2020

STRAND / DOMAIN	Guiding Principles	
CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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).
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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GRADE EXPECTATION	SL.1.5.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
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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.
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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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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GRADE EXPECTATION	L.3.5.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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.
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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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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).
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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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.
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GRADE EXPECTATION	SL.1.5.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	R.5.5.b.	Summarize texts, including how the key details support two or more central ideas.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

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.
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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 / PERFORMANCE INDICATOR		Craft and Structure
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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.
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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 / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
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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 / PERFORMANCE INDICATOR		Fluency
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STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
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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 / PERFORMANCE INDICATOR		Process and Production
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STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
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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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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
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.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION R.7.5.b. Initiate strategies to determine meaning of domain-specific words and phrases.

STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 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 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 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
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STANDARD	L.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION L.1.5.d. Recognize and correct inappropriate shifts in verb tense.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
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STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION L.2.5.e. Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
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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.
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EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE EXPECTATION L.3.5.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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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.
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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.
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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 / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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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.
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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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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EXPECTATION	W.1.5.c.	Summarize or paraphrase notes on sources and sort information into provided categories.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Process and Production
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STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
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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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE INDICATOR		Composing for Audience and Purpose
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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.
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EXPECTATION	W.3.5.a.	Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.
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EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
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EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
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UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92

**Maine Learning Results
Language Arts
Grade 5 - Adopted: 2020**

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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).
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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
Grade 5 - Adopted: 2020**

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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).
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

STRAND / DOMAIN **LANGUAGE**

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.
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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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE 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.
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EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
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EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

**Maine Learning Results
Language Arts
Grade 5 - Adopted: 2020**

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE 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.
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EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND / DOMAIN

LANGUAGE

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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).
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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EXPECTATION	R.7.5.a.	Determine the meanings of words and phrases including figurative language and connotations as they are used in a text.
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EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.8:	Analyze the structure of various texts, including how the features and components relate to each other and the whole.
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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.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
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STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
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EXPECTATION	R.11.5.b.	Compare and contrast how two or more authors of the same text type interpret similar themes and topics.
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EXPECTATION	R.11.5.c.	Draw on information presented in various texts in order to answer a question or to solve a problem.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Fluency
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STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
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EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	W.1.5.c.	Summarize or paraphrase notes on sources and sort information into provided categories.
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EXPECTATION	W.1.5.d.	Provide a list of sources.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
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EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
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STRAND / DOMAIN**Guiding Principles**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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EXPECTATION	R.7.5.b.	Initiate strategies to determine meaning of domain-specific words and phrases.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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EXPECTATION	R.11.5.c.	Draw on information presented in various texts in order to answer a question or to solve a problem.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE 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.
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EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND /
DOMAIN****WRITING**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

**STRAND /
DOMAIN****Guiding Principles**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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.

STRAND / DOMAIN **LANGUAGE**

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

CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
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STANDARD	L.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION	L.2.5.e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
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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.
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EXPECTATION	L.3.5.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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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.
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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).
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
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EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
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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 / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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).
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
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EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
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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 / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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).
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
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EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
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Maine Learning Results
Language Arts
Grade 5 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
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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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
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STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
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EXPECTATION	R.11.5.b.	Compare and contrast how two or more authors of the same text type interpret similar themes and topics.
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EXPECTATION	R.11.5.c.	Draw on information presented in various texts in order to answer a question or to solve a problem.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
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STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
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EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
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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.
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EXPECTATION	W.1.5.a.	Investigate and generate questions by participating in research that builds varied knowledge about a topic.
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EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
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EXPECTATION	W.1.5.c.	Summarize or paraphrase notes on sources and sort information into provided categories.
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EXPECTATION	W.1.5.d.	Provide a list of sources.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
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EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
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UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194

Maine Learning Results
Language Arts
Grade 5 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
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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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
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STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
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EXPECTATION	R.11.5.b.	Compare and contrast how two or more authors of the same text type interpret similar themes and topics.
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EXPECTATION	R.11.5.c.	Draw on information presented in various texts in order to answer a question or to solve a problem.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
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STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
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EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
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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.
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EXPECTATION	W.1.5.a.	Investigate and generate questions by participating in research that builds varied knowledge about a topic.
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EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
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EXPECTATION	W.1.5.c.	Summarize or paraphrase notes on sources and sort information into provided categories.
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EXPECTATION	W.1.5.d.	Provide a list of sources.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE 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.
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EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
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EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
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UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216

**Maine Learning Results
Language Arts
Grade 5 - Adopted: 2020**

STRAND / DOMAIN

Guiding Principles

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	L.1.5.d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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GRADE EXPECTATION	L.3.5.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
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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.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
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STANDARD	R.11:	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
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EXPECTATION	R.11.5.b.	Compare and contrast how two or more authors of the same text type interpret similar themes and topics.
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EXPECTATION	R.11.5.c.	Draw on information presented in various texts in order to answer a question or to solve a problem.
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STRAND / DOMAIN

READING

CATEGORY / PERFORMANCE INDICATOR		Fluency
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STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
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EXPECTATION	R.12.5.a.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	R.12.5.b.	Read various on-level texts with purpose and understanding.
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EXPECTATION	R.12.5.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN

WRITING

CATEGORY / PERFORMANCE INDICATOR		Inquiry to Build and Present Knowledge
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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.
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EXPECTATION	W.1.5.a.	Investigate and generate questions by participating in research that builds varied knowledge about a topic.
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EXPECTATION	W.1.5.b.	Gather relevant information from a variety of sources and/or recall information from experiences in order to answer questions.
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EXPECTATION	W.1.5.c.	Summarize or paraphrase notes on sources and sort information into provided categories.
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EXPECTATION	W.1.5.d.	Provide a list of sources.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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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.
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STRAND / DOMAIN **WRITING**

CATEGORY / PERFORMANCE 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.
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EXPECTATION	W.3.5.b.	Develop the topic with relevant, logically ordered supporting details.
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EXPECTATION	W.3.5.d.	Use precise vocabulary/word choice.
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UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232

Maine Learning Results
Language Arts
Grade 5 - Adopted: 2020

STRAND / DOMAIN **Guiding Principles**

CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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CATEGORY / PERFORMANCE 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.
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**STRAND /
DOMAIN** **LANGUAGE**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.

Maine Learning Results

Language Arts

Grade 5 - Adopted: 2020

**STRAND /
DOMAIN** **Guiding Principles**

CATEGORY / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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.
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STRAND / DOMAIN **LANGUAGE**

CATEGORY / PERFORMANCE 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).
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STRAND / DOMAIN **SPEAKING AND LISTENING**

CATEGORY / PERFORMANCE 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.
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GRADE EXPECTATION	SL.1.5.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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STRAND / DOMAIN **READING**

CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
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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.
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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 / PERFORMANCE INDICATOR		Craft and Structure
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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.
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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 / PERFORMANCE INDICATOR		Craft and Structure
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STANDARD	R.9:	Assess how perspective or purpose shapes the content and style of a text.
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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 / PERFORMANCE INDICATOR		Fluency
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STANDARD	R.12:	Read with sufficient accuracy and fluency to support comprehension
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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 / PERFORMANCE INDICATOR		Process and Production
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STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
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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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE 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 / PERFORMANCE INDICATOR		Craft and Structure
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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.
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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 / PERFORMANCE INDICATOR		Process and Production
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STANDARD	W.2:	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
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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 / PERFORMANCE INDICATOR		Composing for Audience and Purpose
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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.
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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.