

Structure and Style for Students

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

North Carolina Standard Course of Study
Language Arts
Grade 5 - Adopted: 2017/Implement 2018

CONTENT AREA / STRAND

Reading Standards for Literature

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.

CONTENT AREA / STRAND

Reading Standards for Informational Text

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
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ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT AREA / STRAND

Reading Standards for Informational Text

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
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ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CONTENT AREA / STRAND

Reading Standards for Informational Text

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
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ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RI.5.5. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

**CONTENT
AREA / STRAND****Reading Standards for Informational Text**

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

**CONTENT
AREA / STRAND****Reading Standards for Informational Text**

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |

**CONTENT
AREA / STRAND****Reading Standards for Foundational Skills**

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
| CLARIFYING OBJECTIVE | RF.5.5.b. | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

**CONTENT
AREA / STRAND****Writing Standards**

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |

| | | |
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| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.6 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.6. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|--|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

| | | |
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| CLARIFYING OBJECTIVE | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| CLARIFYING OBJECTIVE | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |

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| CLARIFYING OBJECTIVE | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
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| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | SL.5.4. | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks. |
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CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. |
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|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. |
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CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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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|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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| CLARIFYING OBJECTIVE | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
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CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
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|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.4. | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. |
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CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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| | | |
|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
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UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

**North Carolina Standard Course of Study
Language Arts
Grade 5 - Adopted: 2017/Implement 2018**

CONTENT AREA / STRAND **Reading Standards for Literature**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.5. | Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |
|---|---------|---|

**CONTENT
AREA / STRAND****Reading Standards for Informational Text**

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

**CONTENT
AREA / STRAND****Reading Standards for Informational Text**

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |

**CONTENT
AREA / STRAND****Reading Standards for Foundational Skills**

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
| CLARIFYING OBJECTIVE | RF.5.5.b. | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

**CONTENT
AREA / STRAND****Writing Standards**

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|--|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| CLARIFYING OBJECTIVE | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |

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| CLARIFYING OBJECTIVE | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | SL.5.4. | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks. |
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CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. |
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|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. |
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CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
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|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |
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CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
|------------------------------------|--------------------------------|--|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
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CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.4. | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. |
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CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|------------------------------------|--------------------------------|---|

| | | |
|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
|---|--------|---|

**North Carolina Standard Course of Study
Language Arts
Grade 5 - Adopted: 2017/Implement 2018**

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
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CONTENT AREA / STRAND

Reading Standards for Informational Text

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
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**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.5. | Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |

**CONTENT
AREA / STRAND**

Reading Standards for Foundational Skills

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
| CLARIFYING OBJECTIVE | RF.5.5.b. | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

**CONTENT
AREA / STRAND**

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
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| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|---|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|--|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
|----------------------|-----------|--|

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
|----------------------|-----------|--|

| | | |
|----------------------|-----------|---|
| CLARIFYING OBJECTIVE | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
|----------------------|-----------|---|

CONTENT AREA / STRAND **Speaking and Listening Standards**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | SL.5.4. | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks. |
|---|---------|---|

CONTENT AREA / STRAND **Language Standards**

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. |
|---|--------|--|

CONTENT AREA / STRAND **Language Standards**

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |
|---|--------|--|

CONTENT AREA / STRAND **Language Standards**

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

CLARIFYING OBJECTIVE

L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|------------------------------------|--------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

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

**North Carolina Standard Course of Study
Language Arts
Grade 5 - Adopted: 2017/Implement 2018**

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|------------------------------------|---------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.3. | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.4. | Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. |
|---|---------|---|

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.5. | Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem. |
|---|---------|---|

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.6 | Assess how point of view, perspective, or purpose shapes the content and style of a text. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.6. | Describe how a narrator's or speaker's point of view influences how events are described. |
|---|---------|---|

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |
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CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.10. | By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |
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CONTENT AREA / STRAND **Reading Standards for Foundational Skills**

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
|---|--------------------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
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| CLARIFYING OBJECTIVE | RF.5.5.b. | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
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| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------------------|-----------|--|

CONTENT AREA / STRAND **Writing Standards**

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---|-------------------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
|----------------------|----------|---|

CONTENT AREA / STRAND **Writing Standards**

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
|---|-------------------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

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| CLARIFYING OBJECTIVE | W.5.3.b. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
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| CLARIFYING OBJECTIVE | W.5.3.e. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
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| | | |
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| CLARIFYING OBJECTIVE | W.5.3.f. | Provide a conclusion that follows from the narrated experiences or events. |
|----------------------|----------|--|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
|----------------------|----------|---|

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
|------------------------------------|--------------------------------|--|

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|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |
|---|--------|--|

CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|------------------------------------|---------------------------------|---|

| | | |
|--|----------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
|--|----------------|---|

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
|----------------------|-----------|--|

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
|----------------------|-----------|--|

| | | |
|----------------------|-----------|---|
| CLARIFYING OBJECTIVE | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
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CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | SL.5.4. | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks. |
|---|---------|---|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. |
|---|--------|--|

**CONTENT
AREA / STRAND****Language Standards**

| | | |
|--|--|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |

**CONTENT
AREA / STRAND****Language Standards**

| | | |
|--|--|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CLARIFYING OBJECTIVE | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
| CLARIFYING OBJECTIVE | L.5.3.b. | Compare and contrast the varieties of English used in stories, dramas, or poems. |

**CONTENT
AREA / STRAND****Language Standards**

| | | |
|--|--|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.4. | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. |

**CONTENT
AREA / STRAND****Language Standards**

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|--|---|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.2. | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|--|---|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.3. | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. |

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|--|---|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.4. | Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. |

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|--|---|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.5. | Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem. |

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.6 | Assess how point of view, perspective, or purpose shapes the content and style of a text. |
|--|---|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.6. | Describe how a narrator's or speaker's point of view influences how events are described. |

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|--|---|---|

ESSENTIAL
STANDARD /
CLARIFYING
OBJECTIVE

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|--|--|---|

ESSENTIAL
STANDARD /
CLARIFYING
OBJECTIVE

RL.5.10. By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

**CONTENT
AREA / STRAND**

Reading Standards for Foundational Skills

| | | |
|--|---|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |

CLARIFYING
OBJECTIVE

RF.5.5.a. Read on-level text with purpose and understanding.

CLARIFYING
OBJECTIVE

RF.5.5.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT
AREA / STRAND**

Writing Standards

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

CLARIFYING
OBJECTIVE

W.5.2.g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

**CONTENT
AREA / STRAND**

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.b. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| CLARIFYING OBJECTIVE | W.5.3.e. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| CLARIFYING OBJECTIVE | W.5.3.f. | Provide a conclusion that follows from the narrated experiences or events. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|---|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|--|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| CLARIFYING OBJECTIVE | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| CLARIFYING OBJECTIVE | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
|------------------------------------|--------------------------------|--|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|--|---------------|---|

CLARIFYING OBJECTIVE L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CLARIFYING OBJECTIVE L.5.3.b. Compare and contrast the varieties of English used in stories, dramas, or poems.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE L.5.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|------------------------------------|--------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|------------------------------------|---------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|------------------------------------|---------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RL.5.4. Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|------------------------------------|---------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RL.5.5. Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.6 | Assess how point of view, perspective, or purpose shapes the content and style of a text. |
|------------------------------------|---------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|------------------------------------|---------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|------------------------------------|----------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RL.5.10. By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

CONTENT AREA / STRAND

Reading Standards for Foundational Skills

| | | |
|--|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |

CLARIFYING OBJECTIVE

RF.5.5.a. Read on-level text with purpose and understanding.

CLARIFYING OBJECTIVE

RF.5.5.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

CLARIFYING OBJECTIVE

W.5.2.g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
|------------------------------------|--------------------------------|--|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| CLARIFYING OBJECTIVE | W.5.3.b. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| CLARIFYING OBJECTIVE | W.5.3.e. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| CLARIFYING OBJECTIVE | W.5.3.f. | Provide a conclusion that follows from the narrated experiences or events. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|---|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|--|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| CLARIFYING OBJECTIVE | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| CLARIFYING OBJECTIVE | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
|----------------------|----------|---|

| | | |
|----------------------|----------|--|
| CLARIFYING OBJECTIVE | L.5.3.b. | Compare and contrast the varieties of English used in stories, dramas, or poems. |
|----------------------|----------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.4. | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. |
|---|--------|---|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|------------------------------------|--------------------------------|---|

| | | |
|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
|---|--------|---|

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.5. | Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|------------------------------------|----------------------------------|---|

| | | |
|---|----------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |
|---|----------|---|

CONTENT AREA / STRAND

Reading Standards for Foundational Skills

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
|---|--------------------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
|----------------------|-----------|--|

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|----------------------|-----------|---|
| CLARIFYING OBJECTIVE | RF.5.5.b. | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
|----------------------|-----------|---|

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------------------|-----------|--|

CONTENT AREA / STRAND

Writing Standards

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---|-------------------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |
|----------------------|----------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
|----------------------|----------|---|

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|----------------------|----------|--|
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|----------------------|----------|--|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------------------|----------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
|----------------------|----------|---|

CONTENT AREA / STRAND

Writing Standards

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
|-----------------------------|-------------------------|---|
|-----------------------------|-------------------------|---|

| | | |
|--|---------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
|--|---------------|--|

CLARIFYING OBJECTIVE

W.5.3.a. Organize information and ideas around a topic to plan and prepare to write.

CLARIFYING OBJECTIVE

W.5.3.g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

W.5.4. With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.6 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

W.5.6. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|------------------------------------|---------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CLARIFYING OBJECTIVE

SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CLARIFYING OBJECTIVE

SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

CLARIFYING OBJECTIVE

SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
|------------------------------------|---------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

SL.5.4.

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.3.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CLARIFYING OBJECTIVE

L.5.3.a.

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

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.4.

Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

**CONTENT
AREA / STRAND**

Language Standards

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |

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Language Arts
Grade 5 - Adopted: 2017/Implement 2018**

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|--|---|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.5. | Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|------------------------------------|----------------------------------|---|

| | | |
|---|----------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |
|---|----------|---|

CONTENT AREA / STRAND **Reading Standards for Foundational Skills**

| | | |
|------------------------------------|---------------------------------|----------------|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
|------------------------------------|---------------------------------|----------------|

| | | |
|--|----------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |
|--|----------------|--|

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
|----------------------|-----------|--|

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------------------|-----------|--|

CONTENT AREA / STRAND **Writing Standards**

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|------------------------------------|--------------------------------|---|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
|--|---------------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |
|----------------------|----------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.6 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.6. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

CONTENT AREA / STRAND

Language Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

CLARIFYING OBJECTIVE L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE L.5.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|------------------------------------|--------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.5. | Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|------------------------------------|----------------------------------|---|

| | | |
|---|----------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |
|---|----------|---|

CONTENT AREA / STRAND

Reading Standards for Foundational Skills

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
|---|--------------------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
|----------------------|-----------|--|

| | | |
|----------------------|-----------|---|
| CLARIFYING OBJECTIVE | RF.5.5.b. | Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |
|----------------------|-----------|---|

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------------------|-----------|--|

CONTENT AREA / STRAND

Writing Standards

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---|-------------------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |
|----------------------|----------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
|----------------------|----------|---|

| | | |
|----------------------|----------|--|
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|----------------------|----------|--|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------------------|----------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
|----------------------|----------|---|

CONTENT AREA / STRAND

Writing Standards

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
|-----------------------------|-------------------------|---|
|-----------------------------|-------------------------|---|

| | | |
|--|---------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
|--|---------------|--|

CLARIFYING OBJECTIVE

W.5.3.a. Organize information and ideas around a topic to plan and prepare to write.

CLARIFYING OBJECTIVE

W.5.3.g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

W.5.4. With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.6 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

W.5.6. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
|------------------------------------|---------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CLARIFYING OBJECTIVE

SL.5.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CLARIFYING OBJECTIVE

SL.5.1.b. Follow agreed-upon rules for discussions and carry out assigned roles.

CLARIFYING OBJECTIVE

SL.5.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
|------------------------------------|---------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

SL.5.4.

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.3.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CLARIFYING OBJECTIVE

L.5.3.a.

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

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.4.

Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

**CONTENT
AREA / STRAND**

Language Standards

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |

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

**North Carolina Standard Course of Study
Language Arts
Grade 5 - Adopted: 2017/Implement 2018**

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|--|---|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|------------------------------------|----------------------------------|---|

| | | |
|---|----------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |
|---|----------|---|

CONTENT AREA / STRAND

Reading Standards for Foundational Skills

| | | |
|--|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
|----------------------|-----------|--|

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------------------|-----------|--|

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |
|----------------------|----------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
|----------------------|----------|---|

| | | |
|----------------------|----------|--|
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|----------------------|----------|--|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------------------|----------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
|----------------------|----------|---|

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
|----------------------|----------|---|

| | | |
|----------------------|----------|--|
| CLARIFYING OBJECTIVE | W.5.3.b. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
|----------------------|----------|--|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
|----------------------|----------|---|

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
|----------------------|----------|---|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.4. | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. |
|---|--------|---|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|------------------------------------|--------------------------------|---|

| | | |
|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
|---|--------|---|

UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100

**North Carolina Standard Course of Study
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Grade 5 - Adopted: 2017/Implement 2018**

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
|---|---------|---|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|------------------------------------|----------------------------------|---|

| | | |
|---|----------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |
|---|----------|---|

CONTENT AREA / STRAND **Reading Standards for Foundational Skills**

| | | |
|------------------------------------|---------------------------------|----------------|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
|------------------------------------|---------------------------------|----------------|

| | | |
|--|----------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |
|--|----------------|--|

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
|----------------------|-----------|--|

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------------------|-----------|--|

CONTENT AREA / STRAND **Writing Standards**

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|------------------------------------|--------------------------------|---|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
|--|---------------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.3.b. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
|----------------------|----------|---|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.4. | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. |
|---|--------|---|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|------------------------------------|--------------------------------|---|

| | | |
|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
|---|--------|---|

UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

North Carolina Standard Course of Study
Language Arts
Grade 5 - Adopted: 2017/Implement 2018

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.4. | Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. |
|---|---------|---|

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|---|--------------------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|---|---------------------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.10. | By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |

**CONTENT
AREA / STRAND**

Reading Standards for Foundational Skills

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
|---|--------------------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

**CONTENT
AREA / STRAND**

Writing Standards

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---|-------------------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

**CONTENT
AREA / STRAND**

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.3.b. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| CLARIFYING OBJECTIVE | W.5.3.e. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|---|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Language Standards

| | | |
|---|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |

CONTENT AREA / STRAND

Language Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
|----------------------|----------|---|

**CONTENT
AREA / STRAND****Language Standards**

| | | |
|--|--|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.4. | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. |

**CONTENT
AREA / STRAND****Language Standards**

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |

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

**North Carolina Standard Course of Study
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**CONTENT
AREA / STRAND****Reading Standards for Literature**

| | | |
|--|---|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

**CONTENT
AREA / STRAND****Reading Standards for Literature**

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |

**CONTENT
AREA / STRAND****Reading Standards for Informational Text**

| | | |
|--|---|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
|--|---|--|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.5. | Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.6 | Assess how point of view, perspective, or purpose shapes the content and style of a text. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|------------------------------------|----------------------------------|---|

| | | |
|---|----------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |
|---|----------|---|

CONTENT AREA / STRAND

Reading Standards for Foundational Skills

| | | |
|--|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
|----------------------|-----------|--|

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------------------|-----------|--|

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|------------------------------------|--------------------------------|---|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
|--|---------------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |
|----------------------|----------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.5 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.5. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.6 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

W.5.6. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
|------------------------------------|--------------------------------|--|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|--|---------------|---|

CLARIFYING OBJECTIVE

L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|------------------------------------|--------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

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**CONTENT
AREA / STRAND**

Reading Standards for Literature

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
|--|-----------------------------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|--|-----------------------------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
|--|-----------------------------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|--|-----------------------------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|-----------------------------------|-----------------------------------|---|
| | | |

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.5. | Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |
|---|---------|---|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.6 | Assess how point of view, perspective, or purpose shapes the content and style of a text. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|------------------------------------|----------------------------------|---|

| | | |
|---|----------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |
|---|----------|---|

CONTENT AREA / STRAND

Reading Standards for Foundational Skills

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
|---|--------------------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
|----------------------|-----------|--|

| | | |
|----------------------|-----------|--|
| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------------------|-----------|--|

CONTENT AREA / STRAND

Writing Standards

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|---|-------------------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |
|----------------------|----------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
|----------------------|----------|---|

| | | |
|----------------------|----------|--|
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
|----------------------|----------|--|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------------------|----------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
|----------------------|----------|---|

CONTENT AREA / STRAND

Writing Standards

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
|---|-------------------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
|----------------------|----------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
|----------------------|----------|---|

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |
|---|--------|--|

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.5 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.5. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
|---|--------|--|

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.6 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.6. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

CLARIFYING OBJECTIVE

L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|------------------------------------|--------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

**North Carolina Standard Course of Study
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CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
|------------------------------------|---------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.5. | Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.6 | Assess how point of view, perspective, or purpose shapes the content and style of a text. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.7. | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently. |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|------------------------------------|----------------------------------|---|

| | | |
|---|----------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |
|---|----------|---|

CONTENT AREA / STRAND

Reading Standards for Foundational Skills

| | | |
|------------------------------------|---------------------------------|----------------|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
|------------------------------------|---------------------------------|----------------|

| | | |
|--|----------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |
|--|----------------|--|

CLARIFYING OBJECTIVE RF.5.5.a. Read on-level text with purpose and understanding.

CLARIFYING OBJECTIVE RF.5.5.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

CLARIFYING OBJECTIVE W.5.2.a. Organize information and ideas around a topic to plan and prepare to write.

CLARIFYING OBJECTIVE W.5.2.b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.

CLARIFYING OBJECTIVE W.5.2.c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CLARIFYING OBJECTIVE W.5.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CLARIFYING OBJECTIVE W.5.2.g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

CLARIFYING OBJECTIVE W.5.3.a. Organize information and ideas around a topic to plan and prepare to write.

CLARIFYING OBJECTIVE W.5.3.g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

W.5.4. With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.5 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

W.5.5. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.6 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

W.5.6. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
|------------------------------------|--------------------------------|--|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|--|---------------|---|

CLARIFYING OBJECTIVE

L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CONTENT
AREA / STRAND**

Language Standards

| | | |
|--|--|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.4. | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. |

**CONTENT
AREA / STRAND**

Language Standards

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |

UNIT 7: INVENTIVE WRITING Week 16 Page 139-146

**North Carolina Standard Course of Study
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**CONTENT
AREA / STRAND**

Reading Standards for Literature

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |

**CONTENT
AREA / STRAND**

Writing Standards

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CLARIFYING OBJECTIVE | W.5.2.f. | Provide a concluding statement or section related to the information or explanation presented. |
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.6 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.6. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
|------------------------------------|--------------------------------|--|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|--|---------------|---|

CLARIFYING OBJECTIVE L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

UNIT 7: INVENTIVE WRITING Week 17 Page 147-152

**North Carolina Standard Course of Study
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CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|------------------------------------|---------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|------------------------------------|--------------------------------|---|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
|--|---------------|---|

CLARIFYING OBJECTIVE W.5.2.a. Organize information and ideas around a topic to plan and prepare to write.

CLARIFYING OBJECTIVE W.5.2.b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CLARIFYING OBJECTIVE | W.5.2.f. | Provide a concluding statement or section related to the information or explanation presented. |
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.3.b. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.6 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.6. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |

**CONTENT
AREA / STRAND**

Language Standards

| | | |
|--|--|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |

**CONTENT
AREA / STRAND**

Language Standards

| | | |
|--|--|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| CLARIFYING OBJECTIVE | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

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Language Arts
Grade 5 - Adopted: 2017/Implement 2018**

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |

**CONTENT
AREA / STRAND**

Writing Standards

| | | |
|--|--|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| CLARIFYING OBJECTIVE | W.5.3.b. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| CLARIFYING OBJECTIVE | W.5.3.e. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
|----------------------|----------|---|

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
|------------------------------------|--------------------------------|--|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|--|---------------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
|----------------------|----------|---|

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
|--|---|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

**CONTENT
AREA / STRAND**

Reading Standards for Literature

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|--|---|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
|--|---|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|--|---|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|--|---|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.5. | Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.6 | Assess how point of view, perspective, or purpose shapes the content and style of a text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |

**CONTENT
AREA / STRAND****Reading Standards for Foundational Skills**

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
|--|---|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |

CLARIFYING OBJECTIVE RF.5.5.a. Read on-level text with purpose and understanding.

CLARIFYING OBJECTIVE RF.5.5.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT
AREA / STRAND****Writing Standards**

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|--|--|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

CLARIFYING OBJECTIVE W.5.2.a. Organize information and ideas around a topic to plan and prepare to write.

CLARIFYING OBJECTIVE W.5.2.b. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.

CLARIFYING OBJECTIVE W.5.2.c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CLARIFYING OBJECTIVE W.5.2.e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CLARIFYING OBJECTIVE W.5.2.g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

**CONTENT
AREA / STRAND****Writing Standards**

| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
|--|--|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

CLARIFYING OBJECTIVE W.5.3.a. Organize information and ideas around a topic to plan and prepare to write.

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
|----------------------|----------|---|

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |
|---|--------|--|

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.5 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.5. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
|---|--------|--|

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.6 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.6. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
|------------------------------------|--------------------------------|--|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|--|---------------|---|

CLARIFYING OBJECTIVE

L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|------------------------------------|--------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**North Carolina Standard Course of Study
Language Arts
Grade 5 - Adopted: 2017/Implement 2018**

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
|------------------------------------|---------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|------------------------------------|---------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.5. | Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.6 | Assess how point of view, perspective, or purpose shapes the content and style of a text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|---|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

**CONTENT
AREA / STRAND**

Reading Standards for Informational Text

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |

**CONTENT
AREA / STRAND**

Reading Standards for Foundational Skills

| | | |
|--|---|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |
| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

**CONTENT
AREA / STRAND**

Writing Standards

| | | |
|--|--|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|--|--|---|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|---|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.5 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.5. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
|---|--------|--|

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.6 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.6. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
|------------------------------------|--------------------------------|--|

| | | |
|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
|--|---------------|---|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
|----------------------|----------|---|

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.4. | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. |
|---|--------|---|

CONTENT AREA / STRAND

Language Standards

| | | |
|---|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |

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

North Carolina Standard Course of Study
Language Arts
Grade 5 - Adopted: 2017/Implement 2018

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|---|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|---|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|---|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.1. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|------------------------------------|---------------------------------|---|

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|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.5. | Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.6 | Assess how point of view, perspective, or purpose shapes the content and style of a text. |
|------------------------------------|---------------------------------|--|

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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.6. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
|------------------------------------|---------------------------------|---|

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|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Informational Text**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
|------------------------------------|---------------------------------|--|

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|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.9. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
|---|---------|--|

CONTENT AREA / STRAND

Reading Standards for Informational Text

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.10. | By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |
|---|----------|---|

CONTENT AREA / STRAND

Reading Standards for Foundational Skills

| | | |
|--|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |

| | | |
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| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
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| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| | | |
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| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |
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| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
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| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
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| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
|----------------------|----------|---|

CLARIFYING OBJECTIVE W.5.2.g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

CONTENT AREA / STRAND

Writing Standards

| | | |
|--|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |

CLARIFYING OBJECTIVE W.5.3.a. Organize information and ideas around a topic to plan and prepare to write.

CLARIFYING OBJECTIVE W.5.3.g. With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE W.5.4. With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.5 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
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ESSENTIAL STANDARD / CLARIFYING OBJECTIVE W.5.5. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CONTENT AREA / STRAND

Writing Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.6 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
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ESSENTIAL STANDARD / CLARIFYING OBJECTIVE W.5.6. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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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ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CLARIFYING OBJECTIVE

L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|------------------------------------|--------------------------------|--|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|------------------------------------|--------------------------------|---|

ESSENTIAL STANDARD / CLARIFYING OBJECTIVE

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.2. | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Literature**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|------------------------------------|---------------------------------|---|

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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.3. | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Literature**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

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|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.4. | Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Literature**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.5. | Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Literature**

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.6 | Assess how point of view, perspective, or purpose shapes the content and style of a text. |
|------------------------------------|---------------------------------|--|

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|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.6. | Describe how a narrator's or speaker's point of view influences how events are described. |
|---|---------|---|

CONTENT AREA / STRAND **Reading Standards for Literature**

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Literature**

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|------------------------------------|----------------------------------|---|

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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.10. | By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |
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CONTENT AREA / STRAND **Reading Standards for Foundational Skills**

| | | |
|------------------------------------|---------------------------------|----------------|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
|------------------------------------|---------------------------------|----------------|

| | | |
|--|----------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |
|--|----------------|--|

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| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
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| | | |
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| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
|----------------------|-----------|--|

CONTENT AREA / STRAND **Writing Standards**

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
|------------------------------------|--------------------------------|---|

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|--|---------------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
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| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
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CONTENT AREA / STRAND **Writing Standards**

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
|------------------------------------|--------------------------------|--|

| | | |
|--|---------------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
|--|---------------|--|

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.3.b. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| CLARIFYING OBJECTIVE | W.5.3.e. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| CLARIFYING OBJECTIVE | W.5.3.f. | Provide a conclusion that follows from the narrated experiences or events. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

| | | |
|---|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Speaking and Listening Standards

| | | |
|--|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| CLARIFYING OBJECTIVE | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| CLARIFYING OBJECTIVE | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| CLARIFYING OBJECTIVE | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
|------------------------------------|--------------------------------|--|

| | | |
|---|--------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |
|---|--------|--|

CONTENT AREA / STRAND

Language Standards

| | | |
|---|-------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

| | | |
|----------------------|----------|---|
| CLARIFYING OBJECTIVE | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
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| | | |
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| CLARIFYING OBJECTIVE | L.5.3.b. | Compare and contrast the varieties of English used in stories, dramas, or poems. |
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CONTENT AREA / STRAND

Language Standards

| | | |
|-----------------------------|-------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
|-----------------------------|-------------------------|---|

| | | |
|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.4. | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. |
|---|--------|---|

CONTENT AREA / STRAND

Language Standards

| | | |
|-----------------------------|-------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
|-----------------------------|-------------------------|--|

| | | |
|---|--------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
|---|--------|---|

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|-----------------------------|--------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.2 | Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. |
|-----------------------------|--------------------------|--|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.2. | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
|---|---------|---|

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.3. | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. |
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CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.4. | Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. |
|---|---------|---|

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.5. | Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem. |
|---|---------|---|

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.6 | Assess how point of view, perspective, or purpose shapes the content and style of a text. |
|------------------------------------|---------------------------------|--|

| | | |
|---|---------|---|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.6. | Describe how a narrator's or speaker's point of view influences how events are described. |
|---|---------|---|

CONTENT AREA / STRAND

Reading Standards for Literature

| | | |
|------------------------------------|---------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
|------------------------------------|---------------------------------|---|

| | | |
|---|---------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |
|---|---------|--|

CONTENT AREA / STRAND **Reading Standards for Literature**

| | | |
|------------------------------------|----------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.10 | Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. |
|------------------------------------|----------------------------------|---|

| | | |
|---|----------|--|
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.10. | By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |
|---|----------|--|

CONTENT AREA / STRAND **Reading Standards for Foundational Skills**

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RF.5 | Fluency |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RF.5.5. | Read with sufficient accuracy and fluency to support comprehension. |
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| CLARIFYING OBJECTIVE | RF.5.5.a. | Read on-level text with purpose and understanding. |
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| CLARIFYING OBJECTIVE | RF.5.5.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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CONTENT AREA / STRAND **Writing Standards**

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
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| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
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CONTENT AREA / STRAND **Writing Standards**

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
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| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
| CLARIFYING OBJECTIVE | W.5.3.b. | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| CLARIFYING OBJECTIVE | W.5.3.e. | Use concrete words and phrases and sensory details to convey experiences and events precisely. |
| CLARIFYING OBJECTIVE | W.5.3.f. | Provide a conclusion that follows from the narrated experiences or events. |
| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |

CONTENT AREA / STRAND

Writing Standards

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.4 | Use digital tools and resources to produce and publish writing and to interact and collaborate with others. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.4. | With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. |

CONTENT AREA / STRAND

Speaking and Listening Standards

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| CLARIFYING OBJECTIVE | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| CLARIFYING OBJECTIVE | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| CLARIFYING OBJECTIVE | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

CONTENT AREA / STRAND

Language Standards

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. |
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CONTENT AREA / STRAND

Language Standards

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| STRAND / ESSENTIAL STANDARD | CCR Anchor 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. |
| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

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| CLARIFYING OBJECTIVE | L.5.3.a. | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |
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| CLARIFYING OBJECTIVE | L.5.3.b. | Compare and contrast the varieties of English used in stories, dramas, or poems. |
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CONTENT AREA / STRAND

Language Standards

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard L.4 | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.4. | Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials. |
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CONTENT AREA / STRAND

Language Standards

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| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
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CONTENT AREA / STRAND

Reading Standards for Literature

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RL.7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RL.5.7. | Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. |
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CONTENT AREA / STRAND **Reading Standards for Informational Text**

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard RI.4 | Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
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CONTENT AREA / STRAND **Writing Standards**

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| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
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| CLARIFYING OBJECTIVE | W.5.2.a. | Organize information and ideas around a topic to plan and prepare to write. |
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| CLARIFYING OBJECTIVE | W.5.2.b. | Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. |
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| CLARIFYING OBJECTIVE | W.5.2.c. | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
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| CLARIFYING OBJECTIVE | W.5.2.e. | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
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| CLARIFYING OBJECTIVE | W.5.2.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
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CONTENT AREA / STRAND **Writing Standards**

| | | |
|------------------------------------|--------------------------------|--|
| STRAND / ESSENTIAL STANDARD | CCR Anchor Standard W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | W.5.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
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| CLARIFYING OBJECTIVE | W.5.3.a. | Organize information and ideas around a topic to plan and prepare to write. |
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| CLARIFYING OBJECTIVE | W.5.3.g. | With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. |
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CONTENT AREA / STRAND

Language Standards

| | | |
|------------------------------------|--------------------------------|---|
| STRAND / ESSENTIAL STANDARD | CCR Anchor 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 at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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| ESSENTIAL STANDARD / CLARIFYING OBJECTIVE | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |
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