Main Criteria: Structure and Style for Students

Secondary Criteria: New Hampshire College and Career Ready Standards

Subject: Language Arts

Grade: 5

#### Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18
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#### New Hampshire College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2010

STRAND /	NH.CC.RI Reading Standards for Informational Text
CT AND ADD	E

STANDARD

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### STRAND / NH.CC.RI Reading Standards for Informational Text

**STANDARD** 

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

#### STRAND / NH.CC.RI Reading Standards for Informational Text

**STANDARD** 

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

#### NH.CC.RI Reading Standards for Informational Text STRAND /

STANDARD

STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

#### STRAND / NH.CC.RFReading Standards: Foundational Skills

STANDARD

STANDARD / GLE	Fluency
GRADE LEVEL RF.5.4. EXPECTATION	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION RF.5.4(a) Read on-level text with purpose and understar	iding.
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**EXPECTATION** RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND /	NH.CC.W. Wri	ting Standards
CTANDADD	E	

STANDARD	5.	
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
CT AND ADD /		Production and Distribution of Whiting

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

## STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION W.5.9(b) Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

## STRAND / NH.CC.W. Writing Standards STANDARD 5.

ST ANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### STRAND / NH.CC.SL Speaking and Listening Standards STANDARD .5.

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

STRAND /	NH.CC.RI Reading Standards for Informational Text
STANDARD	5

STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes

GRADE LEVEL EXPECTATION		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
		formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL	. Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards

STANDARD / GLE	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 2: WRITING FROM NOTES Week 3 Page 31-36
		New Hampshire College and Career Ready Standards  Language Arts  Grade 5 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECT ATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE LEVEL

**EXPECTATION** 

W.5.10.

STRAND /	NH.CC.SL Speaking and Listening Standards
STANDARD	5

STANDARD	.5.	
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
EXPECTATION	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.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English

EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

GRADE LEVEL EXPECTATION

L.5.2.

STRAND / NH.CC.L. Language Standards STANDARD 5.

STANDARD / GLE	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

STRAND / NH.CC.L. Language Standards STANDARD 5.

STANDARD / GLE

GRADE LEVEL EXPECTATION

Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STRAND / NH.CC.L. Language Standards STANDARD 5.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

# New Hampshire College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2010

STRAND / NH.CC.R Reading Standards for Literature STANDARD L.5.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

#### STRAND / NH.CC.R Reading Standards for Literature STANDARD L.5.

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.

#### STRAND / NH.CC.R Reading Standards for Literature STANDARD L.5.

STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RF .5.	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECT ATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL .5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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.
EXPECTATION	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.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
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EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		New Hampshire College and Career Ready Standards  Language Arts  Grade 5 - Adopted: 2010
STRAND / STANDARD	NH.CC.R L.5.	Reading Standards for Literature
ST ANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

### STRAND / NH.CC.R Reading Standards for Literature STANDARD L.5.

GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.

## STRAND / NH.CC.R Reading Standards for Literature STANDARD L.5.

STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

## STRAND / NH.CC.RF Reading Standards: Foundational Skills STANDARD .5.

STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.

### STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL .5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

New Hampshire College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2010

STRAND / NH.CC.R Reading Standards for Literature STANDARD L.5.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / STANDARD	NH.CC.R L.5.	Reading Standards for Literature
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / STANDARD	NH.CC.R L.5.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RI	FReading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL		
EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
		Read with sufficient accuracy and fluency to support comprehension.  Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(a)	
EXPECTATION EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION  EXPECTATION  STRAND /	RF.5.4(a)  RF.5.4(c)  NH.CC.W	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION  EXPECTATION  STRAND / STANDARD	RF.5.4(a) RF.5.4(c) NH.CC.W 5.	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards
EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL	RF.5.4(a) RF.5.4(c) NH.CC.W 5.	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique,
EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION	RF.5.4(a)  RF.5.4(c)  NH.CC.W  5.	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION	RF.5.4(a) RF.5.4(c) NH.CC.W 5. W.5.3.	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION	RF.5.4(a) RF.5.4(c) NH.CC.W 5. W.5.3. W.5.3(a) W.5.3(d) W.5.3(e)	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  EXPECTATION  STRAND /	RF.5.4(a) RF.5.4(c) NH.CC.W 5. W.5.3. W.5.3(d) W.5.3(e) NH.CC.W.	Read on-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Writing Standards  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Provide a conclusion that follows from the narrated experiences or events.

GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

# STRAND / NH.CC.W. Writing Standards 5.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

## STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Range of Writing
GRADE LEVEL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# STRAND / NH.CC.SL Speaking and Listening Standards STANDARD .5.

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

## STRAND / NH.CC.S Speaking and Listening Standards STANDARD L.5.

STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### STRAND / NH.CC.L. Language Standards STANDARD 5.

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL L.5.1. EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

#### STRAND / NH.CC.L. Language Standards

STANDARD 5.

**EXPECTATION** 

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL L.5.2. EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

#### STRAND / NH.CC.L. Language Standards STANDARD 5.

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### STRAND / NH.CC.L. Language Standards STANDARD 5.

L.5.3(b)

STANDARD / GLE	Vocabulary Acquisition and Use	
GRADE LEVEL L.5.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on g 5 reading and content, choosing flexibly from a range of strategies.	grade

EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

## STRAND / NH.CC.L. Language Standards STANDARD 5.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

STRAND /	NH.CC.RI Reading Standards for Informational Text
STANDARD	5

EXPECTATION

**EXPECTATION** 

W.5.2(a)

GRADE LEVEL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ST ANDARD / GLE		Text Types and Purposes
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
STANDARD / GLE		Fluency
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
ST ANDARD / GLE		Range of Reading and Level of Text Complexity
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION	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).
ST ANDARD / GLE		Integration of Knowledge and Ideas
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION	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.
STANDARD / GLE		Craft and Structure
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
ST ANDARD / GLE		Key Ideas and Details
STANDARD	.5.	Reading Standards for Informational Text

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include

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

EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.

EXPECTATION	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.			
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.			
EXPECTATION	SL.5.1(c)	ose and respond to specific questions by making comments that contribute to the discussion and elaborate on the marks of others.			
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards			
STANDARD / GLE		Comprehension and Collaboration			
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards			
STANDARD / GLE		Presentation of Knowledge and Ideas			
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.			
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.			
STRAND / STANDARD	NH.CC.L. 5.	Language Standards			
STANDARD / GLE		Conventions of Standard English			
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.			
STRAND / STANDARD	NH.CC.L. 5.	Language Standards			
STANDARD / GLE		Conventions of Standard English			
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.			
	NIII CC I	Language Standards			
STRAND / STANDARD	5.				
		Knowledge of Language			

EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76
		New Hampshire College and Career Ready Standards  Language Arts  Grade 5 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RI	FReading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
ST ANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge

 $Recall\ relevant\ information\ from\ experiences\ or\ gather\ relevant\ information\ from\ print\ and\ digital\ sources;\ summarize$ 

or paraphrase information in notes and finished work, and provide a list of sources.

GRADE LEVEL

**EXPECTATION** 

W.5.8.

STRAND /	NH.CC.W.	Writing	Standards	
STANDARD	5			

STANDARD	5.	
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language

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

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

GRADE LEVEL EXPECTATION

L.5.3.

STRAND /	NH.CC.L.	Language	<b>Standards</b>
STANDARD	5.		

STANDARD / GLE	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

**EXPECTATION** L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

#### STRAND / NH.CC.L. Language Standards **STANDARD** 5.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

#### New Hampshire College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2010

#### STRAND / NH.CC.RI Reading Standards for Informational Text **STANDARD** .5.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .5.

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

#### STRAND / NH.CC.RI Reading Standards for Informational Text **STANDARD** .5.

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

#### NH.CC.RI Reading Standards for Informational Text STRAND / **STANDARD** .5.

STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

## $\begin{array}{ll} {\rm STRAND}\,I & {\rm NH.CC.RF\,Reading\,\,Standards:\, Foundational\,\,Skills} \\ {\rm STANDARD} & .5. \end{array}$

STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

## STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

## STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

## STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE	Research to Build and Present Knowledge	
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GRADE LEVEL EXPECT ATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidenc support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SI .5.	- Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	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 clearly.
EXPECTATION	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.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate or remarks of others.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and releved descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD /		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92
		New Hampshire College and Career Ready Standards  Language Arts  Grade 5 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details

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

GRADE LEVEL

EXPECTATION

RI.5.2.

# STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .5.

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND / NH.CC.W. Writing Standards 5.

ST ANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English

GRADE LEVEL EXPECT ATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100
		New Hampshire College and Career Ready Standards  Language Arts  Grade 5 - Adopted: 2010
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5

STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .5.

topic or subject area.

GRADE LEVEL

**EXPECTATION** 

RI.5.4.

STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 5.	. Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	, ,	Use precise language and domain-specific vocabulary to inform about or explain the topic.  Writing Standards
STRAND /	NH.CC.W.	
STRAND / STANDARD	NH.CC.W.	Writing Standards
STRAND / STANDARD / GLE  GRADE LEVEL	NH.CC.W.	Writing Standards  Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

STRAND /	NH.CC.W. Writing Standards
STANDARD	5

GRADE LEVEL EXPECTATION

L.5.3.

STANDARD	5.	
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language

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

EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110
		New Hampshire College and Career Ready Standards  Language Arts  Grade 5 - Adopted: 2010
STRAND / STANDARD	NH.CC.R L.5.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W.	. Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122
		New Hampshire College and Career Ready Standards  Language Arts  Grade 5 - Adopted: 2010
STRAND / STANDARD	NH.CC.R L.5.	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details

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

# STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .5.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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).
GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RI	FReading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECT ATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION RF.5.4(a) Read on-level text with purpose and understanding.

EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.9(b) Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134
		New Hampshire College and Career Ready Standards  Language Arts  Grade 5 - Adopted: 2010
STRAND / STANDARD	NH.CC.R L.5.	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	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).
GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECT ATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

editing, rewriting, or trying a new approach.

GRADE LEVEL		
EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing a well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarized or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
EXPECTATION STRAND /	NH.CC.S	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards
STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL	NH.CC.S L.5.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually,
STRAND / STANDARD / GLE  GRADE LEVEL EXPECTATION	NH.CC.S L.5. SL.5.2.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ST AND ARD / GLE  GRADE LEVEL EXPECTATION  ST AND ARD / GT AND ARD / GT AND ARD / GT AND ARD / GLE  GRADE LEVEL	NH.CC.S L.5. SL.5.2. NH.CC.L. 5.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Language Standards
STRAND / STANDARD / GLE  GRADE LEVEL EXPECTATION  STRAND / STANDARD / STANDARD / STANDARD /	NH.CC.S L.5. SL.5.2. NH.CC.L. 5.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or

### STRAND / NH.CC.L. Language Standards STANDARD 5.

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL L.5.2. EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

### STRAND / NH.CC.L. Language Standards

STANDARD 5.

STANDARD / GLE	Knowledge of Language
GRADE LEVEL EXPECT ATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

### STRAND / NH.CC.L. Language Standards

STANDARD 5.

STANDARD / GLE	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

#### STRAND / NH.CC.L. Language Standards

STANDARD

5.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

# New Hampshire College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2010

### STRAND / NH.CC.R Reading Standards for Literature

STANDARD L.5.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .5.

STANDARD / Key Ideas and Details GLE
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GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
GRADE LEVEL EXPECTATION	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).
GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

## STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		esearch to Build and Present Knowledge		
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		

## STRAND / NH.CC.W. Writing Standards 5.

STANDARD / GLE	Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION W.5.9(b) Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

STRAND / NH.CC.W. Writing Standards 5.

STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
ST ANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND /	NH CC I	Language Standards
STANDARD	5.	Language Standards
STANDARD / STANDARD / GLE		Conventions of Standard English
STANDARD /		
STANDARD / GLE  GRADE LEVEL	5.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
STANDARD / GLE  GRADE LEVEL EXPECTATION	L.5.2.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION	L.5.2. L.5.2(e) NH.CC.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD	L.5.2. L.5.2(e) NH.CC.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards
STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL	L.5.2. L.5.2(e) NH.CC.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language
STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION	5. L.5.2(e) NH.CC.L. 5. L.5.3(a)	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION	5. L.5.2(e) NH.CC.L. 5. L.5.3(a) NH.CC.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD / GLE  GRADE LEVEL EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL EXPECTATION  EXPECTATION  STRAND / STANDARD / STANDARD / STANDARD / STANDARD	5. L.5.2(e) NH.CC.L. 5. L.5.3(a) NH.CC.L.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Language Standards

STRAND / NH.CC.L. Language Standards STANDARD 5.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### UNIT 7: INVENTIVE WRITING Week 16 Page 139-146

# New Hampshire College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2010

STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

### STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

STRAND /	NH.CC.W. Writing	Standards
STANDADD	5	

STANDARD	5.	
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

UNIT 7: INVENTIVE WRITING Week 17 Page 147-152

New Hampshire College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2010

STANDARD /		Text Types and Purposes
GLE		
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND /	NH.CC.L.	Language Standards
ST VND VDD	5	

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

#### STRAND / NH.CC.L. Language Standards

STANDARD 5.

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**EXPECTATION** L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

#### STRAND / NH.CC.L. Language Standards

STANDARD

STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

### ${\bf New\, Ham\, pshire\, College\, and\, Career\, Ready\, Standards}$ Language Arts

Grade 5 - Adopted: 2010

#### STRAND / NH.CC.W. Writing Standards **STANDARD** 5.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD /	<b>Production and Distribution of Writing</b>
GLE	

GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
ST ANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECT ATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176
		New Hampshire College and Career Ready Standards  Language Arts  Grade 5 - Adopted: 2010
STRAND / STANDARD	NH.CC.R L.5.	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	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).
GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECT ATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

editing, rewriting, or trying a new approach.

GRADE LEVEL		
EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing a well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarized or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
EXPECTATION STRAND /	NH.CC.S	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards
STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL	NH.CC.S L.5.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually,
STRAND / STANDARD / GLE  GRADE LEVEL EXPECTATION	NH.CC.S L.5. SL.5.2.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
ST AND ARD / GLE  GRADE LEVEL EXPECTATION  ST AND ARD / GT AND ARD / GT AND ARD / GT AND ARD / GLE  GRADE LEVEL	NH.CC.S L.5. SL.5.2. NH.CC.L. 5.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Language Standards
STRAND / STANDARD / GLE  GRADE LEVEL EXPECTATION  STRAND / STANDARD / STANDARD / STANDARD /	NH.CC.S L.5. SL.5.2. NH.CC.L. 5.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  Speaking and Listening Standards  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Language Standards  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or

#### STRAND / NH.CC.L. Language Standards **STANDARD** 5.

STANDARD / GLE	Conventions of Standard English
GRADE LEVEL L. EXPECTATION	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**EXPECTATION** L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

#### STRAND / NH.CC.L. Language Standards

**STANDARD** 

STANDARD / GLE	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

#### STRAND / NH.CC.L. Language Standards

STANDARD 5.

STANDARD / GLE	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

**EXPECTATION** L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

#### STRAND / NH.CC.L. Language Standards

**STANDARD** 

5.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194

### New Hampshire College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2010

#### NH.CC.R Reading Standards for Literature STRAND /

**STANDARD** L.5.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### STRAND / NH.CC.RI Reading Standards for Informational Text **STANDARD** .5.

STANDARD /	Key Ideas and Details
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GLE	

GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
ST ANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons a evidence support which point(s).
GRADE LEVEL EXPECTATION	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeak
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W.	Writing Standards

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

### STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

## STRAND / NH.CC.W. Writing Standards STANDARD 5.

GRADE LEVEL W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	STANDARD / GLE	Research to Build and Present Knowledge
		Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION W.5.9(b) Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

ST ANDARD / Range of Writing GLE
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GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards

ST ANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216
		New Hampshire College and Career Ready Standards  Language Arts  Grade 5 - Adopted: 2010
STRAND / STANDARD	NH.CC.R L.5.	Reading Standards for Literature
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / STANDARD	NH.CC.RI	Reading Standards for Informational Text
STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND / STANDARD	NH.CC.RI .5.	Reading Standards for Informational Text
STANDARD / GLE		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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).

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

GRADE LEVEL

**EXPECTATION** 

RI.5.9.

## $\begin{array}{ll} {\rm STRAND} \ / & {\rm NH.CC.RI} \ {\rm Reading} \ {\rm Standards} \ {\rm for} \ {\rm Informational} \ {\rm Text} \\ {\rm STANDARD} & .5. \end{array}$

STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

## $\begin{array}{ll} {\rm STRAND}\,I & {\rm NH.CC.RF\,Reading\,\,Standards:\,Foundational\,\,Skills} \\ {\rm STANDARD} & .5. \end{array}$

STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# STRAND / NH.CC.W. Writing Standards 5.

STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

## STRAND / NH.CC.W. Writing Standards STANDARD 5.

STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

STANDARD /	Research to Build and Present Knowledge
GLE	

GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarized or paraphrase information in notes and finished work, and provide a list of sources.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

STRAND /	NH.CC.L.	Language	<b>Standards</b>
STANDARD	5.		

STANDARD / GLE	Knowledge of Language
GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

### STRAND / NH.CC.L. Language Standards STANDARD 5.

STANDARD / GLE	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

### STRAND / NH.CC.L. Language Standards STANDARD 5.

STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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# New Hampshire College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2010

## STRAND / NH.CC.R Reading Standards for Literature STANDARD L.5.

STANDARD / GLE		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

## STRAND / NH.CC.R Reading Standards for Literature STANDARD L.5.

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.

## STRAND / NH.CC.R Reading Standards for Literature STANDARD L.5.

STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RF .5.	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECT ATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Text Types and Purposes
GRADE LEVEL EXPECT ATION	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STRAND / STANDARD	NH.CC.W.	Writing Standards
ST ANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION		With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
ST ANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
ST ANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL .5.	. Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
ST ANDARD / GLE		Conventions of Standard English

EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
		Language Standards  Vocabulary Acquisition and Use
STANDARD /		
STANDARD / GLE  GRADE LEVEL	5.	Vocabulary Acquisition and Use  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,
STANDARD / GLE  GRADE LEVEL	5.	Vocabulary Acquisition and Use  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
STANDARD / GLE  GRADE LEVEL	L.5.6.	Vocabulary Acquisition and Use  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  UNIT 9: FORMAL CRITIQUE Week 23 Page 233-244  New Hampshire College and Career Ready Standards Language Arts
STANDARD / GLE  GRADE LEVEL EXPECTATION  STRAND /	5. L.5.6.	Vocabulary Acquisition and Use  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  UNIT 9: FORMAL CRITIQUE Week 23 Page 233-244  New Hampshire College and Career Ready Standards  Language Arts  Grade 5 - Adopted: 2010
STANDARD / GLE  GRADE LEVEL EXPECTATION  STRAND / STANDARD / STANDARD /	5. L.5.6.	Vocabulary Acquisition and Use  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).  UNIT 9: FORMAL CRITIQUE Week 23 Page 233-244  New Hampshire College and Career Ready Standards  Language Arts  Grade 5 - Adopted: 2010  Reading Standards for Literature

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story,

STANDARD / GLE

GRADE LEVEL

EXPECTATION

RL.5.5.

Craft and Structure

drama, or poem.

GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / STANDARD	NH.CC.R L.5.	Reading Standards for Literature
STANDARD / GLE		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD	NH.CC.RF	Reading Standards: Foundational Skills
STANDARD / GLE		Fluency
GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / STANDARD	NH.CC.W.	Writing Standards
STANDARD / GLE		Text Types and Purposes
	W.5.3.	Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GLE GRADE LEVEL	<b>W.5.3.</b> W.5.3(a)	Write narratives to develop real or imagined experiences or events using effective technique,
GRADE LEVEL EXPECTATION		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
GRADE LEVEL EXPECTATION  EXPECTATION	W.5.3(a)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GLE  GRADE LEVEL EXPECTATION  EXPECTATION	W.5.3(a) W.5.3(d) W.5.3(e)	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use concrete words and phrases and sensory details to convey experiences and events precisely.
GLE  GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  EXPECTATION  STRAND /	W.5.3(a) W.5.3(d) W.5.3(e) NH.CC.W.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Provide a conclusion that follows from the narrated experiences or events.
GLE  GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD /	W.5.3(a) W.5.3(d) W.5.3(e) NH.CC.W.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Provide a conclusion that follows from the narrated experiences or events.  Writing Standards
GLE  GRADE LEVEL EXPECTATION  EXPECTATION  EXPECTATION  STRAND / STANDARD  STANDARD / GLE  GRADE LEVEL	W.5.3(a) W.5.3(d) W.5.3(e) NH.CC.W.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Provide a conclusion that follows from the narrated experiences or events.  Writing Standards  Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

STRAND / NH.CC.W. Writing Standards 5.

STANDARD / GLE		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.SL .5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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.
EXPECTATION	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.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECT ATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards

STANDARD / GLE		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Knowledge of Language
GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245
		New Hampshire College and Career Ready Standards

### New Hampshire College and Career Ready Standards Language Arts

Grade 5 - Adopted: 2010

# STRAND / NH.CC.RI Reading Standards for Informational Text STANDARD .5.

STANDARD / GLE		Craft and Structure
GRADE LEVEL EXPECTATION	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.

STANDARD / GLE
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GRADE LEVEL EXPECT ATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STRAND / STANDARD	NH.CC.W. 5.	Writing Standards
STANDARD / GLE		Range of Writing
GRADE LEVEL EXPECTATION	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / STANDARD	NH.CC.S L.5.	Speaking and Listening Standards
STANDARD / GLE		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / STANDARD	NH.CC.L. 5.	Language Standards
STANDARD / GLE		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).