Main Criteria: Structure and Style for Students Secondary Criteria: Nevada Academic Content Standards Subject: Language Arts

Grade: 5

Structure and Style for Students

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

Nevada Academic Content Standards

Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT		College and Career Readiness Anchor Standards for Speaking and Listening

STRAND /		Presentation of Knowledge and Ideas
INDICATOR		
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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).
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity

INDICATOR /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.EXPECTATIONEXPECTATION

CONTENT STANDARD

Reading Standards: Foundational Skills

STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.

GRADE LEVEL RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. EXPECTATION

CONTENT STANDARD

Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONT ENT ST ANDARD	,	Writing Standards

STRAND / Production and Distribution of Writing INDICATOR	
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INDICATOR / 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.)
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONT ENT ST AND ARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL		
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.
	SL.5.1.a. SL.5.1.b.	

CONTENT ST ANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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 2 Page 19-30
		Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language

INDICATOR /CCRA.L.Apply knowledge of language to understand how language functions in different contexts, to make effective choicesGRADE LEVEL3.for meaning or style, and to comprehend more fully when reading or listening.EXPECTATION

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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).
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards: Foundational Skills

STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL 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]").
CONT ENT ST AND ARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONT ENT ST AND ARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL L.5.1.d. Recognize and correct inappropriate shifts in verb tense. EXPECTATION

Language Standards

CONTENT STANDARD

INDICATOR / L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and	STRAND / INDICATOR	Conventions of Standard English
GRADE LEVEL spelling when writing. EXPECT ATION	GRADE LEVEL	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

CONTENT STANDARD

L.5.2.e.

Language Standards

STRAND / INDICATOR	Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Events combine and reduce contained for meaning reader/listener interact and style

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

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.

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

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Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
		Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND /		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND /		
INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	RI.5.4.	Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
INDICATOR / GRADE LEVEL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD	RI.5.4. RI.5.8.	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 / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT STANDARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONT ENT ST AND ARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION

CONTENT STANDARD Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.

CONTENT STANDARD

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONT ENT ST AND ARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL 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.
CONT ENT ST AND ARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.

 INDICATOR /
 SL.5.6.
 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

 GRADE LEVEL
 EXPECTATION

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

CONTENT Language Standards STANDARD

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

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

CONTENT	Language Standards
STANDARD	

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.

CONTENT STANDARD	Language Standards
STRAND / INDICATOR	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).

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Nevada Academic Content Standards Language Arts

Grade 5 - Adopted: 2010

		Grade 5 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR

INDICATOR /CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.GRADE LEVEL10.EXPECTATION

CONTENT College and Career Readiness Anchor Standards for Writing STANDARD

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR /	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,

INDICATOR /	CCRA.W.	while harratives to develop real or imagined experiences or events using effective technique, well-chosen details,
GRADE LEVEL	3.	and well-structured event sequences.
EXPECTATION		

CONTENT STANDARD College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

INDICATOR /CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.GRADE LEVEL6.EXPECTATION

CONTENT College and Career Readiness Anchor Standards for Writing STANDARD

STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT	College and Career Readiness Anchor Standards for Language
STANDARD	

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT	College and	Career	Readiness	Anchor	Standards	for I	Language
OT AND ADD							

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD

STANDARD

Reading Standards for Literature

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure

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

EXPECTATION

CONTENT

Reading Standards for Literature

STANDARD		
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.

CONTENT STANDARD Reading Standards: Foundational Skills

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

CONTENT Writing Standards STANDARD

EXPECTATION

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

GRADE LEVEL W.5.3.e. Provide a conclusion that follows from the narrated experiences or events. EXPECTATION

CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT ST ANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.

GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONT ENT ST ANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD		Language Standards
STANDARD		
STRAND / INDICATOR		Conventions of Standard English
STRAND /	L.5.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR INDICATOR / GRADE LEVEL	L.5.1. L.5.1.d.	Demonstrate command of the conventions of standard English grammar and usage when writing or
STRAND / INDICATOR GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND / INDICATOR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.
ST RAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT ST AND ARD		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. Language Standards
ST RAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD ST RAND / INDICATOR / GRADE LEVEL	L.5.1.d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
ST RAND / INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION ST RAND / INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.d.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
GRADE LEVEL EXPECTATION	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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
		Nevada Academic Content Standards Language Arts
		Grade 5 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONT ENT ST AND ARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONT ENT ST AND ARD		Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONT ENT ST AND ARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONT ENT ST AND ARD		Writing Standards

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONT ENT ST AND ARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE I EVEI	1.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

EXPECTATION

GRADE LEVEL EXPECTATION	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60 Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010
CONTENT STANDARD		Nevada Academic Content Standards Language Arts
		Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010
ST ANDARD	CCRA.R. 1.	Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010 College and Career Readiness Anchor Standards for Reading
ST RAND / INDICATOR / GRADE LEVEL	1.	Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010 College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual
ST ANDARD ST RAND / INDICAT OR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	1. CCRA.R. 2.	Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010 College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	1. CCRA.R. 2. CCRA.R.	Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010 College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONT ENT ST AND ARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONT ENT ST AND ARD		Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONT ENT ST AND ARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONT ENT ST AND ARD		Writing Standards

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration

INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONT ENT ST AND ARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE I EVEL	1.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

EXPECTATION

GRADE LEVEL EXPECTATION	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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
		Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONT ENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONT ENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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).
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT STANDARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL RF.5.4.a. Read on-level text with purpose and understanding. EXPECTATION

GRADE LEVEL RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. EXPECTATION

CONTENT Writing Standards STANDARD

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL 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.
CONTENT ST ANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT ST ANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use

INDICATOR / 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.
GRADE LEVEL 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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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		Grade 5 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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).
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT STANDARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL RF.5.4.a. Read on-level text with purpose and understanding. EXPECTATION

GRADE LEVEL RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. EXPECTATION

CONTENT Writing Standards STANDARD

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONT ENT ST AND ARD	,	Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONT ENT ST AND ARD	:	Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONT ENT ST AND ARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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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		Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONT ENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONT ENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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).
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT STANDARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL RF.5.4.a. Read on-level text with purpose and understanding. EXPECTATION

GRADE LEVEL RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. EXPECTATION

CONTENT Writing Standards STANDARD

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL 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.
CONTENT ST ANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT ST ANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CONTENT STANDARD

Language Standards

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT ST AND ARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION CONTENT ST ANDARD ST RAND /	L.5.3.a.	
	L.5.3.a.	Language Standards

GRADE LEVEL 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

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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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CONTENT		College and Career Readiness Anchor Standards for Reading
STANDARD		yy-
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
	CCRA.L. 2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	2. CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	2. CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD	2. CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL INDICATOR / GRADE LEVEL	2. CCRA.L. 3. CCRA.L.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. College and Career Readiness Anchor Standards for Language Vocabulary acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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).
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.

GRADE LEVEL RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. EXPECTATION

CONTENT	Writing Standards
STANDARD	

STRAND / INDICATOR	Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONT ENT ST AND ARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
CONT ENT ST AND ARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover in addition)

EXPECTATION moreover, in addition).

Nevada Academic Content Standards

Language Arts

CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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).
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONT ENT ST AND ARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes

INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONT ENT ST AND ARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONT ENT ST AND ARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration

INDICATOR /SL.5.2.Summarize a written text read aloud or information presented in diverse media and formats, including visually,
quantitatively, and orally.EXPECTATIONSL.5.2.

CONTENT	Lai
STANDARD	

Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD

Language Standards

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

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

CONTENT Language Standards STANDARD

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

CONTENT STANDARD	Language Standards

STRAND / INDICATOR	Vocabulary Acquisition and Use
INDICATOR / 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.

GRADE LEVEL 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

CONTENT STANDARD	Language Standards
STRAND /	Vocabulary Acquisition and Use

INDICATOR

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

Nevada Academic Content Standards

Language Arts

		Grade 5 - Adopted: 2010
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
		Writing Standards Text Types and Purposes
ST ANDARD	W.5.3.	
ST ANDARD ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL		Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
ST ANDARD ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL EXPECT AT ION		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
ST ANDARD ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	W.5.3.a.	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.
ST ANDARD ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT	W.5.3.a.	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.
ST ANDARD ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT ST ANDARD ST RAND /	W.5.3.a.	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. Writing Standards

INDICATOR / 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.
CONT ENT ST AND ARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT ST AND ARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT ST ANDARD		Language Standards

STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

CONTENT **STANDARD**

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL	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

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CONTENT Language Standards **STANDARD**

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

Nevada Academic Content Standards

Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

INDICATOR /CCRA.R.Analyze how and why individuals, events, and ideas develop and interact over the course of a text.GRADE LEVEL3.EXPECTATION

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT ST ANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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).
INDICATOR / GRADE LEVEL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT STANDARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

INDICATOR /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		
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.

CONTENT Wr STANDARD

CONTENT

Writing Standards

Writing Standards

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

GRADE LEVELW.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]").

CONTENT Writing Standards STANDARD

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

CONTENT Speaking and Listening Standards STANDARD

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

CONTENT Language Standards STANDARD

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

GRADE LEVEL	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
EXPECTATION		sentences.

GRADE LEVEL L.5.1.d. Recognize and correct inappropriate shifts in verb tense. EXPECTATION

CONTENT Language Standards STANDARD

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

Language Standards

CONTENT
STANDARD

STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

CONTENT Language Standards STANDARD

L.5.3.a.

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

GRADE LEVEL 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

CONTENT Language Standards STANDARD

 STRAND / INDICATOR
 Vocabulary Acquisition and Use

 INDICATOR / 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

Nevada Academic Content Standards

Language Arts

Grade 5 - Adopted: 2010

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text

STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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).
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
STRAND /	W.5.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / INDICATOR INDICATOR / GRADE LEVEL	W.5.9. W.5.9.b.	
STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION		Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION		Draw evidence from literary or informational texts to support analysis, reflection, and research. 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 / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND /		Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Writing Standards
STRAND / INDICATORINDICATOR / GRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONCONTENT STANDARDSTRAND / INDICATOR / GRADE LEVELINDICATOR / GRADE LEVEL	W.5.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
STRAND / INDICATORINDICATOR / GRADE LEVEL EXPECTATIONGRADE LEVEL EXPECTATIONCONTENT STANDARDSTRAND / INDICATOR / GRADE LEVEL EXPECTATIONINDICATOR / GRADE LEVEL EXPECTATIONCONTENT	W.5.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Writing Standards 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.

Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
		Acquire and use acquiretely grade appropriate general coordamic and domain enceife words and shows as including

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

Nevada Academic Content Standards

Language Arts

Grade 5 - Adopted: 2010

CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT		Reading Standards for Literature
STANDARD		
		Key Ideas and Details
ST ANDARD	RL.5.1.	-
ST RAND / INDICATOR INDICATOR / GRADE LEVEL	RL.5.1.	Key Ideas and Details
ST ANDARD / ST RAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT	RL.5.1.	Key Ideas and Details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT ST ANDARD ST RAND /	RL.5.1.	Key Ideas and Details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Reading Standards for Informational Text
ST ANDARDST RAND / INDICATORINDICATOR / GRADE LEVEL EXPECTATIONCONT ENT ST RAND ARDST RAND / INDICATOR / GRADE LEVEL		Key Ideas and Details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Reading Standards for Informational Text Key Ideas and Details
ST ANDARDST RAND / INDICATORINDICATOR / GRADE LEVEL EXPECTATIONCONT ENT ST ANDARDST RAND / INDICATOR / GRADE LEVEL EXPECTATIONINDICATOR / GRADE LEVEL EXPECTATIONINDICATOR / GRADE LEVEL EXPECTATION	RI.5.1.	Key Ideas and Details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Reading Standards for Informational Text Key Ideas and Details Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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.
INDICATOR / 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).
INDICATOR / 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.
CONT ENT ST AND ARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
	RI.5.10.	Range of Reading and Level of Text Complexity 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.
INDICATOR INDICATOR / GRADE LEVEL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND /	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. Reading Standards: Foundational Skills
INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL	RF.5.4.	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. Reading Standards: Foundational Skills Fluency
INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL	RF.5.4. RF.5.4.a.	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. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension.

Writing Standards

STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").

CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONT ENT ST AND ARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR /	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and

INDICATOR / GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

Language S	Standards
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STRAND / INDICATOR	Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
CONT ENT ST AND ARD		Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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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Nevada Academic Content Standards

Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
CONT ENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT ST ANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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		Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing

INDICATOR /	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
GRADE LEVEL	10.	single sitting or a day or two) for a range of tasks, purposes, and audiences.
EXPECTATION		

CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
CONT ENT ST AND ARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONT ENT ST AND ARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONT ENT ST AND ARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONT ENT ST AND ARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

UNIT 7: INVENTIVE WRITING Week 18 Page 153-158 Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010 CONTENT **College and Career Readiness Anchor Standards for Writing STANDARD** STRAND / Text Types and Purposes* INDICATOR INDICATOR / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, **GRADE LEVEL** 3. and well-structured event sequences. EXPECTATION CONTENT College and Career Readiness Anchor Standards for Writing **STANDARD** STRAND / **Production and Distribution of Writing** INDICATOR INDICATOR / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, **GRADE LEVEL** 4. purpose, and audience. **EXPECTATION** INDICATOR / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **GRADE LEVEL** 5. **EXPECTATION** INDICATOR / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. **GRADE LEVEL** 6. **EXPECTATION** CONTENT **College and Career Readiness Anchor Standards for Writing** ST AND ARD STRAND / **Range of Writing** INDICATOR INDICATOR / CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** single sitting or a day or two) for a range of tasks, purposes, and audiences. 10. **EXPECTATION** CONTENT **College and Career Readiness Anchor Standards for Language** ST AND ARD STRAND / **Conventions of Standard English** INDICATOR INDICATOR / CCRA.L. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. GRADE LEVEL 1. **EXPECTATION** INDICATOR / CCRA.L. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. GRADE LEVEL 2. Knowledge of Language **EXPECTATION**

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration

INDICATOR /SL.5.2.Summarize a written text read aloud or information presented in diverse media and formats, including visually,GRADE LEVELquantitatively, and orally.EXPECTATION

CONTENT Language Standards STANDARD

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

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		Shall grade appropriate words correctly conculting references on peeded

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

CONTENT Language Standards STANDARD

STRAND / INDICATOR	I	Knowledge of Language
INDICATOR / L.5 GRADE LEVEL EXPECTATION	5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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

Nevada Academic Content Standards Language Arts Grade 5 - Adopted: 2010

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
		College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas
STANDARD	CCRA.R. 7.	Integration of Knowledge and Ideas
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL	7.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	7. CCRA.R.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	7. CCRA.R.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
ST ANDARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT ST ANDARD ST RAND /	7. CCRA.R. 9.	Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration

INDICATOR /	CCRA.S	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
GRADE LEVEL	L.2.	orally.
EXPECTATION		

CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text

STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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).
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
GRADE LEVEL	RI.5.10.	
GRADE LEVEL EXPECTATION	RI.5.10.	technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
GRADE LEVEL EXPECTATION CONTENT STANDARD	RI.5.10.	technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL	RF.5.4.	technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. Reading Standards: Foundational Skills Fluency
GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL GRADE LEVEL	RF.5.4. RF.5.4.a.	technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR GRADE LEVEL EXPECTATION GRADE LEVEL	RF.5.4. RF.5.4.a.	technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.
CONT ENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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 / INDICATOR		Range of Writing
INDICATOR / 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.

CONTENT Speaking and Listening Standards STANDARD

Language Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.

CONTENT STANDARD

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

CONTENT Language Standards STANDARD

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD

Language Standards

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

CONTENT STANDARD	Language Standards

STRAND / INDICATOR Vocabulary Acquisition and Use

INDICATOR / 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.	
GRADE LEVEL 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.	
CONTENT ST ANDARD		Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use	
INDICATOR / 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	
		Nevada Academic Content Standards	
		Language Arts	
		Grade 5 - Adopted: 2010	
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading	
STRAND / INDICATOR	Key Ideas and Details		

INDICATOR /CCRA.R.Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textualGRADE LEVEL1.evidence when writing or speaking to support conclusions drawn from the text.EXPECTATION

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT	College and	Career	Readiness	Anchor	Standards	for	Reading
STANDARD							

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas

INDICATOR /		
GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND /		Production and Distribution of Writing
INDICATOR		
	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	4. CCRA.W. 5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL	4. CCRA.W. 5. CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT	4. CCRA.W. 5. CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD	4. CCRA.W. 5. CCRA.W. 6.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. College and Career Readiness Anchor Standards for Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details

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

CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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).
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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 / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge

INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONTENT ST ANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

INDICATOR / GRADE LEVEL EXPECTATION L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	STRAND / INDICATOR	Knowledge of Language
	GRADE LEVEL	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

GRADE LEVEL EXPECTATION L.5.3.a.

CONTENT STANDARD

Language Standards

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.

CONTENT STANDARD

Language Standards

STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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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Nevada Academic Content Standards Language Arts

Grade 5 - Adopted: 2010

CONTENT College and Career Readiness Anchor Standards for Reading **STANDARD** STRAND / Key Ideas and Details INDICATOR CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual INDICATOR / GRADE LEVEL 1. evidence when writing or speaking to support conclusions drawn from the text. **EXPECTATION** CCRA.R. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details INDICATOR / GRADE LEVEL 2. and ideas. EXPECTATION

INDICATOR /CCRA.R.Analyze how and why individuals, events, and ideas develop and interact over the course of a text.GRADE LEVEL3.EXPECTATION

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
	CCRA.W. 10.	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 tasks, purposes, and audiences.
INDICATOR / GRADE LEVEL		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
INDICATOR / 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 tasks, purposes, and audiences.
INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL	10. CCRA.S	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT	10. CCRA.S	 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

INDICATOR /	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
GRADE LEVEL	3.	for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION		

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT ST ANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / 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.
INDICATOR / GRADE LEVEL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / 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).
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT STANDARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / 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.
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
		Writing Standards Research to Build and Present Knowledge
STANDARD	W.5.9.	-
ST ANDARD ST RAND / INDICAT OR / GRADE LEVEL	W.5.9. W.5.9.b.	Research to Build and Present Knowledge
ST ANDARD ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL EXPECT AT ION		Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
ST ANDARD ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL EXPECT ATION GRADE LEVEL EXPECTATION CONTENT		Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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 ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL EXPECT ATION GRADE LEVEL EXPECTATION CONTENT ST ANDARD ST RAND /		Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Writing Standards
ST ANDARD ST RAND / INDICAT OR CRADE LEVEL EXPECT ATION GRADE LEVEL EXPECTATION CONTENT ST ANDARD ST RAND / INDICATOR / GRADE LEVEL	W.5.9.b.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ST ANDARD ST RAND / INDICAT OR CRADE LEVEL EXPECT ATION GRADE LEVEL EXPECTATION CONTENT ST RAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT	W.5.9.b.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Writing Standards 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.

Language Standards

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
		Acquire and use accurately grade encouries general coolemic and demain encoiries words and abroace including

INDICATOR /L.5.6.Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includingGRADE LEVELthose that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,EXPECTATIONmoreover, in addition).

Nevada Academic Content Standards

Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity

 INDICATOR /
 CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.

 GRADE LEVEL
 10.

 EXPECTATION
 CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Speaking and Listening

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.S L.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT

 STRAND / INDICATOR
 Conventions of Standard English

 INDICATOR / GRADE LEVEL EXPECTATION
 CCRA.L.

College and Career Readiness Anchor Standards for Language

College and Career Readiness Anchor Standards for Language

INDICATOR /	CCRA.L.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
GRADE LEVEL	3.	for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION		

 ST ANDARD
 Vocabulary acquisition and Use

 INDICATOR
 CCRA.L.
 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

 INDICATOR /
 CCRA.L.
 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

 INDICATOR /
 CCRA.L.
 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for

GRADE LEVEL6.reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in
gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT STANDARD **Reading Standards for Literature**

STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.

CONTENT ST ANDARD		Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.

CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT ST ANDARD		Writing Standards
STRAND /		Text Types and Purposes
INDICATOR		
INDICATOR INDICATOR / 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.
INDICATOR / GRADE LEVEL	W.5.3. W.5.3.a.	
INDICATOR / GRADE LEVEL EXPECTATION		descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	W.5.3.a.	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.
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	W.5.3.a. W.5.3.d. W.5.3.e.	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.
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT	W.5.3.a. W.5.3.d. W.5.3.e.	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.
INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD	W.5.3.a. W.5.3.d. W.5.3.e.	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

EXPECTATION

INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
CONT ENT ST ANDARD		Language Standards
STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
GRADE LEVEL EXPECTATION	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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.
GRADE LEVEL 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.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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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Nevada Academic Content Standards

Language Arts

Grade 5 - Adopted: 2010

CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 6.	Assess how point of view or purpose shapes the content and style of a text.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Reading
STRAND / INDICATOR		Range of reading and Level of text Complexity
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STRAND / INDICATOR		Comprehension and Collaboration

INDICATOR /CCRA.SPrepare for and participate effectively in a range of conversations and collaborations with diverse partners, buildingGRADE LEVELL1.on others' ideas and expressing their own clearly and persuasively.EXPECTATION

CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT ST ANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT ST ANDARD		Reading Standards for Literature
STRAND / INDICATOR		Key Ideas and Details
INDICATOR / 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.
CONTENT STANDARD		Reading Standards for Literature
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
INDICATOR / GRADE LEVEL EXPECTATION	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT ST ANDARD		Reading Standards for Literature

STRAND / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / 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.
CONTENT ST ANDARD		Reading Standards: Foundational Skills
STRAND / INDICATOR		Fluency
INDICATOR / GRADE LEVEL EXPECTATION	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
		Writing Standards Text Types and Purposes
ST ANDARD	W.5.3.	-
ST ANDARD ST RAND / INDICAT OR / GRADE LEVEL	W.5.3. W.5.3.a.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
ST ANDARD ST RAND / INDICAT OR INDICAT OR / GRADE LEVEL GRADE LEVEL		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
ST ANDARD ST RAND / INDICAT OR / GRADE LEVEL EXPECTATION GRADE LEVEL GRADE LEVEL	W.5.3.a.	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.
ST ANDARD ST RAND / INDICAT OR / GRADE LEVEL EXPECT AT ION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	W.5.3.a. W.5.3.d. W.5.3.e.	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.

INDICATOR / 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.)
INDICATOR / 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.
INDICATOR / 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 /		Research to Build and Present Knowledge
INDICATOR		
INDICATOR / GRADE LEVEL EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL 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]").
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Range of Writing
INDICATOR / 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.
CONTENT STANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
GRADE LEVEL 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.
GRADE LEVEL EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL 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.
CONTENT ST ANDARD		Speaking and Listening Standards
STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONT ENT ST AND ARD		Language Standards
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
EXPECTATION		sentences.

GRADE LEVEL L.5.1.d. Recognize and correct inappropriate shifts in verb tense. EXPECTATION

CONTENT Language Standards STANDARD

STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT

Language Standards

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STRAND / INDICATOR		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
GRADE LEVEL EXPECTATION	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CONTENT Language Standards STANDARD

STRAND / INDICATOR		Vocabulary Acquisition and Use	
INDICATOR / GRADE LEVEL EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gra 5 reading and content, choosing flexibly from a range of strategies.	
GRADE LEVEL 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.	
CONTENT STANDARD		Language Standards	
STRAND / INDICATOR		Vocabulary Acquisition and Use	

INDICATOR /L.5.6.Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includingGRADE LEVELthose that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,EXPECTATIONmoreover, in addition).

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CONTENT
STANDARD

EXPECTATION

College and Career Readiness Anchor Standards for Reading

STRAND / INDICATOR		Craft and Structure
INDICATOR / GRADE LEVEL	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Text Types and Purposes*
INDICATOR / GRADE LEVEL	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION

CONTENT STANDARD College and Career Readiness Anchor Standards for Writing

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STRAND / INDICATOR		Range of Writing
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONT ENT ST AND ARD		College and Career Readiness Anchor Standards for Language
STRAND / INDICATOR		Vocabulary acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD		Reading Standards for Informational Text
STRAND / INDICATOR		Craft and Structure
INDICATOR / 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.
CONTENT STANDARD		Writing Standards
STRAND / INDICATOR		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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

GRADE LEVEL EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. EXPECTATION

CONTENT STANDARD Writing Standards

STRAND / INDICATOR		Production and Distribution of Writing
INDICATOR / 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.)
INDICATOR / 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.

CONTENT	Writing Standards
STANDARD	

STRAND / INDICATOR		Range of Writing
INDICATOR / 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.

Speaking and Listening Standards

STRAND / INDICATOR		Comprehension and Collaboration
INDICATOR / 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.
CONTENT ST ANDARD		Language Standards
STRAND / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / 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).