Main Criteria: Structure and Style for Students

Secondary Criteria: New York State Learning Standards and Core Curriculum

Subject: Language Arts

Grade: 5

Structure and Style for Students

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

New York State Learning Standards and Core Curriculum

New York State Next Generation English Language Arts Learning Standards

Language Arts Grade 5 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Key Ideas and Details / CONTENT SPECIFICAT IO Ν GRADE STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; **EXPECTATION** cite specific textual evidence when writing or speaking to support conclusions drawn from the text. GRADE STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key EXPECTATION supporting details and ideas. GRADE STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. EXPECTATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Craft and Structure / CONTENT SPECIFICAT IO Ν STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, GRADE **EXPECTATION** and figurative meanings, and analyze how specific word choices shape meaning or tone.

GRADESTANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions ofEXPECTATIONthe text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Text Types and Purposes / CONTENT SPECIFICATIO Ν GRADE STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly **EXPECTATION** and accurately through the effective selection, organization, and analysis of content. GRADE STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-**EXPECTATION** chosen details, and well-structured event sequences. New York State Next Generation English Language Arts Learning Standards STRAND / DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Research to Build and Present Knowledge / CONTENT SPECIFICAT IO Ν GRADE STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, **EXPECTATION** and integrate the information in writing while avoiding plagiarism STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Speaking and Listening Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION Comprehension and Collaboration** / CONTENT **SPECIFICATIO** Ν

GRADE EXPECTATION STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.

CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Vocabulary Acquisition and Use / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using EXPECTATION context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for **EXPECTATION** reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) CONTENT SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA**

STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)

STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECTATION / CONTENT SPECIFICATIO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	5W2b:	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W

ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5W7:	Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
ST ANDARD / CONCEPT UAL UNDERST AND ING		Comprehension and Collaboration
EXPECT AT ION / CONTENT SPECIFICAT IO N	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	5SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards 5th Grade Speaking and Listening Standards 5SL
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND	5SL4:	5th Grade Speaking and Listening Standards 5SL
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT	5SL4:	5th Grade Speaking and Listening Standards 5SL Presentation of Knowledge and Ideas Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	5SL4:	5th Grade Speaking and Listening Standards 5SL Presentation of Knowledge and Ideas Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	5SL4:	5th Grade Speaking and Listening Standards 5SL Presentation of Knowledge and Ideas Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience. New York State Next Generation English Language Arts Learning Standards

GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-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
		New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF

ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECTATION / CONTENT SPECIFICATIO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	5W2b:	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
ST ANDARD / CONCEPT UAL UNDERST AND ING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATIO N	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	5SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5SL4:	Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L

STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 2: WRITING FROM NOTES Week 3 Page 31-36
		New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N Craft and Structure

GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ST RAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency

EXPECT AT ION / CONTENT SPECIFICAT IO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	5W2b:	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	5SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
ST ANDARD / CONCEPT UAL UNDERST AND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5SL4:	Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATIO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
		New York State Learning Standards and Core Curriculum
		Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Craft and Structure
GRADE EXPECTATION		STANDARD 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.

GRADE	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of
EXPECTATION	the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO	Knowledge of Language
N	

GRADE EXPECTATION		STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	5R3:	In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	5R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	5R5:	In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
EXPECTATION / CONTENT SPECIFICATION	5R6:	In literary texts, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECT AT ION / CONTENT SPECIFICAT IO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECT AT ION / CONTENT SPECIFICAT IO N	5W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
GRADE EXPECTATION	5W3a:	Establish a situation and introduce a narrator and/or characters.
GRADE EXPECTATION	5W3b:	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
GRADE EXPECTATION	5W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE EXPECTATION	5W3e:	Provide a conclusion that follows from the narrated experiences or events.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
ST ANDARD / CONCEPT UAL UNDERST AND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	5SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.

CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5SL4:	Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.

GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
GRADE EXPECTATION	5L3b:	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L

ST ANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / 5 CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Craft and Structure
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 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.

CATEGORY / English Language Arts Anchor Standards **CLUSTER / KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL UNDERST AND ING **EXPECTATION** Integration of Knowledge and Ideas / CONTENT SPECIFICAT IO Ν GRADE STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a EXPECTATION variety of lenses and perspectives. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Text Types and Purposes / CONTENT SPECIFICAT IO Ν GRADE STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research. EXPECTATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

knowledge when considering a word or phrase important to comprehension or expression.

CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) CONTENT SPECIFICATION EXPECTATION / 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the CONTENT text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, SPECIFICATION ideas, or concepts based on specific evidence from the text. (RI) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIEYING THEME CATEGORY 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA Craft and Structure** STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION / 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze CONTENT their effect on meaning, tone, or mood. (RI&RL) SPECIFICATION EXPECTATION / 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of CONTENT a story, drama, or poem. (RL) In informational texts, compare and contrast the overall structure in two or more texts SPECIFICATION using terms such as sequence, comparison, cause/effect, and problem/solution. (RI) EXPECTATION / 5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. (RL) In CONTENT informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences SPECIFICATION in the point of view they represent. (RI) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER /

 KEY IDEA

 STANDARD / CONCEPTUAL UNDERSTAND ING
 Integration of Knowledge and Ideas

EXPECTATION / 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL) CONTENT SPECIFICATION

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECTATION / CONTENT SPECIFICATIO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	5W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
GRADE EXPECTATION	5W3a:	Establish a situation and introduce a narrator and/or characters.
GRADE EXPECTATION	5W3b:	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
GRADE EXPECTATION	5W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE EXPECTATION	5W3e:	Provide a conclusion that follows from the narrated experiences or events.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	5W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATIO N	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	5SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
EXPECTATION ST RAND / DOMAIN / UNIFYING	5SL1b:	
EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	5SL1b:	New York State Next Generation English Language Arts Learning Standards
EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND		New York State Next Generation English Language Arts Learning Standards 5th Grade Language Standards 5L
EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO		New York State Next Generation English Language Arts Learning Standards 5th Grade Language Standards 5L Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE	5L1:	New York State Next Generation English Language Arts Learning Standards 5th Grade Language Standards 5L Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 3-5:
EXPECTATION ST RAND / DOMAIN / UNIFYING THEME CAT EGORY / CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECT ATION CONTENT SPECIFICATION GRADE EXPECTATION	5L1:	New York State Next Generation English Language Arts Learning Standards 5th Grade Language Standards 5L Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 3-5: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT ATION / CONTENT SPECIFICATIO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST AND ARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTAND	5L3:	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECT AT ION / CONT ENT SPECIFICAT IO	5L3 :	
ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECT AT ION / CONTENT SPECIFICAT IO N GRADE		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECT AT ION / CONTENT SPECIFICAT IO N GRADE EXPECTATION GRADE	5L3a:	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.
ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION ST RAND / UNIFYING	5L3a:	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. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	5L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
		New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION

CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL UNDERST AND ING **EXPECTATION Craft and Structure** / CONTENT SPECIFICAT IO Ν GRADE STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, **EXPECTATION** and figurative meanings, and analyze how specific word choices shape meaning or tone. GRADE STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of EXPECTATION the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. New York State Next Generation English Language Arts Learning Standards STRAND / DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL UNDERST AND ING **EXPECTATION** Integration of Knowledge and Ideas / CONTENT SPECIFICAT IO Ν STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a GRADE **EXPECTATION** variety of lenses and perspectives. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION

STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.

CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Vocabulary Acquisition and Use / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using **EXPECTATION** context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for **EXPECTATION** reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) CONTENT SPECIFICATION EXPECTATION / 5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the CONTENT text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, SPECIFICATION ideas, or concepts based on specific evidence from the text. (RI) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIEVING THEME CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA** STANDARD / **Craft and Structure** CONCEPTUAL **UNDERSTAND** ING

EXPECTATION /5R4:Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyzeCONTENTtheir effect on meaning, tone, or mood. (RI&RL)SPECIFICATION

EXPECTATION / CONTENT SPECIFICATION	5R5:	In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
EXPECTATION / CONTENT SPECIFICATION	5R6:	In literary texts, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECT AT ION / CONTENT SPECIFICAT IO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	5W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
GRADE EXPECTATION	5W3a:	Establish a situation and introduce a narrator and/or characters.

GRADE EXPECTATION	5W3b:	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
GRADE EXPECTATION	5W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE EXPECTATION	5W3e:	Provide a conclusion that follows from the narrated experiences or events.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
ST ANDARD / CONCEPT UAL UNDERST AND ING		Comprehension and Collaboration
EXPECT AT ION / CONT ENT SPECIFICAT IO N	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	5SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY /		5th Grade Language Standards 5L

STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
GRADE EXPECTATION	5L3b:	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-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
		New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N		Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
ST RAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL UNDERST AND ING EXPECTATION / 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) CONTENT SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA** STANDARD / Integration of Knowledge and Ideas CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL) CONTENT SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Reading Standards: Foundational Skills | 5RF CLUSTER / **KEY IDEA**

REFIDER		
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECTATION / CONTENT SPECIFICATIO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATIO N	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	5W2b:	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	5W2f:	Establish a style aligned to a subject area or task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5W7:	Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECT AT ION / CONTENT SPECIFICAT IO N	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	5SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
ST ANDARD / CONCEPT UAL UNDERST AND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5SL4:	Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L

ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

THEME		
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76
		New York State Learning Standards and Core Curriculum Language Arts
		Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO	Craft and Structure

STANDARD 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.
STANDARD 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.
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards
Writing Anchor Standards
Text Types and Purposes
STANDARD 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.
STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards
Writing Anchor Standards
Research to Build and Present Knowledge
STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
New York State Next Generation English Language Arts Learning Standards
New York State Next Generation English Language Arts Learning Standards

EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use

GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECT AT ION / CONTENT SPECIFICAT IO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EXPECTATION

CATEGORY 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to / CONTENT the subject. SPECIFICAT IO Ν GRADE 5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, **EXPECTATION** illustrations, and multimedia to aid comprehension. GRADE 5W2c: Use precise language and content-specific vocabulary to explain a topic. EXPECTATION GRADE 5W2f: Establish a style aligned to a subject area or task. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by CONTENT applying the Grade 5 Reading Standards. SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / **Research to Build and Present Knowledge** CONCEPTUAL UNDERST AND ING EXPECTATION / 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or

CONTENT paraphrase; avoid plagiarism and provide a list of sources. SPECIFICATION

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY /		5th Grade Language Standards 5L
CLUSTER / KEY IDEA		
		Conventions of Academic English/Language for Learning (Appendix A)
KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND	5L2:	
KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	5L2:	Conventions of Academic English/Language for Learning (Appendix A)
KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECT AT ION / CONT ENT SPECIFICAT IO N GRADE		Conventions of Academic English/Language for Learning (Appendix A) Core Punctuation and Spelling Skills for Grades 3-5:
KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	5L2:1	Conventions of Academic English/Language for Learning (Appendix A) Core Punctuation and Spelling Skills for Grades 3-5: Capitalize appropriate words in titles.
KEY IDEAST ANDARD / CONCEPT UAL UNDERST AND INGEXPECT AT ION / CONTENT SPECIFICAT IO NGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATION	5L2:1 5L2:2	Conventions of Academic English/Language for Learning (Appendix A) Core Punctuation and Spelling Skills for Grades 3-5: Capitalize appropriate words in titles. Use correct capitalization. Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g.,

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84
		New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards	
EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details	
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	s from it;
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the supporting details and ideas.	key
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course o	of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards	
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards	
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure	
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, conr and figurative meanings, and analyze how specific word choices shape meaning or tone.	notative,
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger port the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	ions of
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards	
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards	
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes	
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information of and accurately through the effective selection, organization, and analysis of content.	clearly

GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas

GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use

GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECT AT ION / CONTENT SPECIFICAT IO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EXPECTATION

CATEGORY 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to / CONTENT the subject. SPECIFICAT IO Ν GRADE 5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, **EXPECTATION** illustrations, and multimedia to aid comprehension. GRADE 5W2c: Use precise language and content-specific vocabulary to explain a topic. EXPECTATION GRADE 5W2f: Establish a style aligned to a subject area or task. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by CONTENT applying the Grade 5 Reading Standards. SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / **Research to Build and Present Knowledge** CONCEPTUAL UNDERST AND ING EXPECTATION / 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or

CONTENT paraphrase; avoid plagiarism and provide a list of sources. SPECIFICATION

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
ST ANDARD / CONCEPT UAL UNDERST AND ING		Comprehension and Collaboration
EXPECT AT ION / CONTENT SPECIFICAT IO N	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	5SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
ST ANDARD / CONCEPT UAL UNDERST AND ING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5SL4:	Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT ATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.

GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L

ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92
		New York State Learning Standards and Core Curriculum Language Arts
		Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERSTAND ING EXPECTATION Conventions of Academic English/Language for Learning / CONTENT **SPECIFICATIO** GRADE STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and EXPECTATION spelling when writing. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL

UNDERST AND ING	
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL UNDERST AND ING EXPECTATION / 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) CONTENT SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA** STANDARD / **Craft and Structure** CONCEPTUAL UNDERST AND ING EXPECTATION / 5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of CONTENT a story, drama, or poem. (RL) In informational texts, compare and contrast the overall structure in two or more texts SPECIFICATION using terms such as sequence, comparison, cause/effect, and problem/solution. (RI) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA** STANDARD / Integration of Knowledge and Ideas CONCEPTUAL UNDERST AND ING EXPECTATION / 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL) CONTENT SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Reading Standards: Foundational Skills | 5RF CLUSTER / **KEY IDEA**

ST ANDARD / CONCEPT UAL UNDERST AND ING	Fluency	
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EXPECT AT ION / CONTENT SPECIFICAT IO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	5W2a:	Introduce a topic clearly, provide a general focus, and organize related information logically.
GRADE EXPECTATION	5W2b:	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	5W2f:	Establish a style aligned to a subject area or task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L

ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:8	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
GRADE EXPECTATION	5L1:11	Use verb tense to convey various times, sequences, states, and conditions.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN /		New York State Next Generation English Language Arts Learning Standards
UNIFYING THEME		
UNIFYING		5th Grade Language Standards 5L
UNIFYING THEME CATEGORY / CLUSTER /		5th Grade Language Standards 5L Conventions of Academic English/Language for Learning (Appendix A)
UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND	5L2:	
UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECT ATION / CONTENT SPECIFICATIO	5L2:	Conventions of Academic English/Language for Learning (Appendix A)
UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE		Conventions of Academic English/Language for Learning (Appendix A) Core Punctuation and Spelling Skills for Grades 3-5:
UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERST AND ING EXPECT AT ION / CONTENT SPECIFICAT IO N GRADE EXPECTATION GRADE	5L2:1	Conventions of Academic English/Language for Learning (Appendix A) Core Punctuation and Spelling Skills for Grades 3-5: Capitalize appropriate words in titles.

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

New York State Learning Standards and Core Curriculum

Language Arts

Grade 5 - Adopted: 2017/Effective 2020

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes

GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language

GRADE EXPECTATION		STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT	5R5:	In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) In informational texts, compare and contrast the overall structure in two or more texts

CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA** STANDARD / Integration of Knowledge and Ideas CONCEPTUAL UNDERST AND ING EXPECTATION / 5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL) CONTENT SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Reading Standards: Foundational Skills | 5RF CLUSTER / **KEY IDEA** STANDARD / Fluency CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. / CONTENT **SPECIFICATIO** Ν GRADE 5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards

DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	5W2a:	Introduce a topic clearly, provide a general focus, and organize related information logically.
GRADE EXPECTATION	5W2b:	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.

GRADE EXPECTATION	5W2f:	Establish a style aligned to a subject area or task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:8	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
GRADE EXPECTATION	5L1:11	Use verb tense to convey various times, sequences, states, and conditions.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
/ CONTENT SPECIFICATIO	5L3: 5L3a:	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		
/ CONTENT SPECIFICATIO N GRADE EXPECTATION STRAND / DOMAIN / UNIFYING		Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
/ CONTENT SPECIFICATIO N GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. New York State Next Generation English Language Arts Learning Standards

GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110
		New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Text Types and Purposes

GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Knowledge of Language

GRADE STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to me effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND / DOMAIN / UNIFYING New York State Next Generation English Language Arts Learning Standards CATEGORY / CLUSTER / LENGUAGE Arts Anchor Standards English Language Arts Anchor Standards STANDARD / CONCEPTUAL UNDERSTAND Language Anchor Standards VINGERTAND Vocabulary Acquisition and Use STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by usin context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, a appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficie reading, writing, speaking, and listening, demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DNAND / UNIFYING New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING THEME English Language Arts Anchor Standards CAT EGORY / CLUST ER / KEY IDEA English Language Arts Anchor Standards STANDARD / CONCEPTUAL UNDERSTAND ING Language Anchor Standards EXPECT ATION / CONTENT SPECIFICATIO N Vocabulary Acquisition and Use GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by usin context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, a appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficie reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAIN / UNIFYING New York State Next Generation English Language Arts Learning Standards
CLUSTER / Image Anchor Standards STANDARD / Language Anchor Standards CONCEPTUAL UNDERSTAND ING Vocabulary Acquisition and Use EXPECTATION / CONTENT SPECIFICATION N Vocabulary Acquisition and Use GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by usin context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, a appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficie reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND Vocabulary Acquisition and Use EXPECTATION / CONTENT SPECIFICATION N Vocabulary Acquisition and Use GRADE EXPECTATION STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by usin context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, a appropriate. GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficie reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards
/ CONTENT SPECIFICATIO N STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by usin context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, a appropriate. GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficie reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards
EXPECTATION context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, a appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficie reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards
EXPECTATION reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. ST RAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING THEME
CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) 5R CLUSTER / KEY IDEA
STANDARD / CONCEPTUAL UNDERSTAND ING Craft and Structure
EXPECTATION / 5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and ana their effect on meaning, tone, or mood. (RI&RL) SPECIFICATION SPECIFICATION
EXPECTATION /5R5:In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structCONTENTa story, drama, or poem. (RL) In informational texts, compare and contrast the overall structure in two or more toSPECIFICATIONusing terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME
DOMAIN / UNIFYING

EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECTATION / CONTENT SPECIFICATIO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
CONCEPTUAL UNDERSTAND	5W3:	Vrite narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	5W3: 5W3a:	Write narratives to develop real or imagined experiences or events using effective techniques,
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE		Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE GRADE	5W3a:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE	5W3a: 5W3b: 5W3d:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	5W3a: 5W3b: 5W3d:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely.

EXPECTATION / CONTENT SPECIFICATION	5W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:8	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
GRADE EXPECTATION	5L1:11	Use verb tense to convey various times, sequences, states, and conditions.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L

ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122
		New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Craft and Structure

STANDARD 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.
STANDARD 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.
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards
Writing Anchor Standards
Text Types and Purposes
STANDARD 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.
STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards
Writing Anchor Standards
Research to Build and Present Knowledge
STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
New York State Next Generation English Language Arts Learning Standards
English Language Arts Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use

GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECT AT ION / CONTENT SPECIFICAT IO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EXPECTATION

CATEGORY 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to / CONTENT the subject. SPECIFICAT IO Ν GRADE 5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, **EXPECTATION** illustrations, and multimedia to aid comprehension. GRADE 5W2c: Use precise language and content-specific vocabulary to explain a topic. EXPECTATION GRADE 5W2f: Establish a style aligned to a subject area or task. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by CONTENT applying the Grade 5 Reading Standards. SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / **Research to Build and Present Knowledge** CONCEPTUAL **UNDERSTAND** ING

EXPECTATION /5W7:Recall relevant information from experiences or gather relevant information from multiple sources; summarize orCONTENTparaphrase; avoid plagiarism and provide a list of sources.SPECIFICATION

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONT ENT SPECIFICAT IO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).

GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT ATION / CONTENT SPECIFICATIO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

New York State Learning Standards and Core Curriculum Language Arts New York State Next Generation English Language Arts Learning Standards

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL UNDERST AND ING **EXPECTATION** Key Ideas and Details / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; **EXPECTATION** cite specific textual evidence when writing or speaking to support conclusions drawn from the text. STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key GRADE **EXPECTATION** supporting details and ideas. STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. GRADE EXPECTATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL UNDERST AND ING Craft and Structure **EXPECTATION** / CONTENT SPECIFICAT IO Ν GRADE STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, EXPECTATION and figurative meanings, and analyze how specific word choices shape meaning or tone. GRADE STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of **EXPECTATION** the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL **UNDERSTAND** ING

EXPECT AT ION / CONT ENT SPECIFICAT IO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	5th Grade Reading Standards (Literary and Informational Text) 5R
STANDARD / CONCEPTUAL	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPTUAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency
EXPECTATION / CONTENT SPECIFICATIO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	5W2b:	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.

GRADE EXPECTATION	5W2f:	Establish a style aligned to a subject area or task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5W6:	Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.
EXPECTATION / CONTENT SPECIFICATION	5W7:	Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences
GRADE	5L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.

EXPECTATION

GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT ATION / CONTENT SPECIFICATIO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONT ENT SPECIFICAT IO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138
		Now York State Learning Standards and Care Curriculum
		New York State Learning Standards and Core Curriculum Language Arts
		Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECT ATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Knowledge of Language
GRADE EXPECTATION		STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R

ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPTUAL UNDERST AND ING		Fluency
EXPECTATION / CONTENT SPECIFICATIO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	5W2b:	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	5W2f:	Establish a style aligned to a subject area or task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W

ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5W6:	Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.
EXPECTATION / CONTENT SPECIFICATION	5W7:	Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.
STRAND / DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
THEME		
		5th Grade Language Standards 5L
THEME CATEGORY / CLUSTER /		5th Grade Language Standards 5L Conventions of Academic English/Language for Learning (Appendix A)
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	5L1:	
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	5L1:	Conventions of Academic English/Language for Learning (Appendix A)
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE		Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 3-5:
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION CONTENT SPECIFICATION GRADE EXPECTATION GRADE	5L1:2	Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 3-5: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION	5L1:2 5L1:4	Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 3-5: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.

GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONT ENT SPECIFICAT IO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L

ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 7: INVENTIVE WRITING Week 16 Page 139-146
		New York State Learning Standards and Core Curriculum
		Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Text Types and Purposes
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards

ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N		Knowledge of Language
GRADE EXPECTATION		STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
CONCEPTUAL UNDERSTAND	5W2:	Text Types and Purposes Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	5W2: 5W2a:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE		Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	5W2a:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. Introduce a topic clearly, provide a general focus, and organize related information logically. Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features,
CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE	5W2a: 5W2b:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. Introduce a topic clearly, provide a general focus, and organize related information logically. Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION GRADE	5W2a: 5W2b: 5W2c:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. Introduce a topic clearly, provide a general focus, and organize related information logically. Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension. Use precise language and content-specific vocabulary to explain a topic.

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5W7:	Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
ST RAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATIO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 7: INVENTIVE WRITING Week 17 Page 147-152

New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020

CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Text Types and Purposes / CONTENT SPECIFICATIO Ν GRADE STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly EXPECTATION and accurately through the effective selection, organization, and analysis of content. GRADE STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-**EXPECTATION** chosen details, and well-structured event sequences. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Research to Build and Present Knowledge / CONTENT SPECIFICAT IO Ν GRADE STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, **EXPECTATION** and integrate the information in writing while avoiding plagiarism STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Speaking and Listening Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION Comprehension and Collaboration** / CONTENT SPECIFICAT IO

GRADE EXPECTATION

Ν

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

Ν

Ν

CATEGORY/

KEY IDEA

CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Conventions of Academic English/Language for Learning / CONTENT SPECIFICAT IO GRADE STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and EXPECTATION spelling when writing. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Knowledge of Language / CONTENT **SPECIFICATIO**

GRADE STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make **EXPECTATION** effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND /	New York State Next Generation English Language Arts Learning Standards
DOMAIN /	
UNIFYING	
THEME	

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER /	5th Grade Writing Standards 5W

STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	5W2a:	Introduce a topic clearly, provide a general focus, and organize related information logically.
GRADE EXPECTATION	5W2b:	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	5W2e:	Provide a concluding statement or section related to the information or explanation presented.
GRADE EXPECTATION	5W2f:	Establish a style aligned to a subject area or task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Research to Build and Present Knowledge
CONCEPTUAL UNDERSTAND	5W7:	Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.
CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT	5W7:	Recall relevant information from experiences or gather relevant information from multiple sources; summarize or
EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING	5W7:	Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.
CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	5W7:	Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. New York State Next Generation English Language Arts Learning Standards
CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING THEME CAT EGORY / CLUST ER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND		Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. New York State Next Generation English Language Arts Learning Standards 5th Grade Language Standards 5L

GRADE EXPECTATION	5L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATIO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 7: INVENTIVE WRITING Week 18 Page 153-158
		New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Comprehension and Collaboration
GRADE EXPECTATION		STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Conventions of Academic English/Language for Learning

GRADE EXPECTATION		STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION		STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Knowledge of Language
GRADE EXPECTATION		STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY /		5th Grade Reading Standards (Literary and Informational Text) 5R
CLUSTER / KEY IDEA		
CLUSTER /		Integration of Knowledge and Ideas
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	5R7:	
CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT	5R7:	Integration of Knowledge and Ideas
CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	5R7:	Integration of Knowledge and Ideas Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	5R7:	Integration of Knowledge and Ideas Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL) New York State Next Generation English Language Arts Learning Standards
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND		Integration of Knowledge and Ideas Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL) New York State Next Generation English Language Arts Learning Standards 5th Grade Writing Standards 5W

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	5W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
GRADE EXPECTATION	5W3a:	Establish a situation and introduce a narrator and/or characters.
GRADE EXPECTATION	5W3b:	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
GRADE EXPECTATION	5W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

GRADE EXPECTATION	5L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATIO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176
		New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY /		English Language Arts Anchor Standards
CLUSTER / KEY IDEA		
		Reading Anchor Standards
KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND		Reading Anchor Standards Key Ideas and Details
KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECT AT ION / CONTENT SPECIFICAT IO		
KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECT AT ION / CONTENT SPECIFICAT IO N GRADE		Key Ideas and Details STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it;
KEY IDEAST ANDARD / CONCEPT UAL UNDERST AND INGEXPECT AT ION / CONTENT SPECIFICAT IO NGRADE EXPECTATIONGRADE GRADEGRADE		Key Ideas and Details STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key
KEY IDEAST ANDARD / CONCEPT UAL UNDERST AND INGEXPECT AT ION / CONT ENT SPECIFICAT IO NGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATION		Key Ideas and Details STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.

GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT ATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.

CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Vocabulary Acquisition and Use / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using EXPECTATION context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for **EXPECTATION** reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R **CLUSTER / KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL UNDERST AND ING EXPECTATION / 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) CONTENT SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Reading Standards (Literary and Informational Text) | 5R CLUSTER / **KEY IDEA**

ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)

STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECT AT ION / CONTENT SPECIFICAT IO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	5W2b:	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	5W2f:	Establish a style aligned to a subject area or task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5W6:	Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.
EXPECTATION / CONTENT SPECIFICATION	5W7:	Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L

STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CATEGORY / 5th Grade Language Standards | 5L CLUSTER / **KEY IDEA** STANDARD / Vocabulary Acquisition and Use CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal CONTENT contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in SPECIFICATION addition). UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194 New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020 STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL UNDERST AND ING **EXPECTATION** Key Ideas and Details / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; **EXPECTATION** cite specific textual evidence when writing or speaking to support conclusions drawn from the text. GRADE STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key **EXPECTATION** supporting details and ideas. GRADE STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION

UNIFYING

STRAND / New York State Next Generation English Language Arts Learning Standards
DOMAIN /

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Craft and Structure

GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ST RAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTAND ING		Fluency

EXPECTATION / CONTENT SPECIFICATIO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	5W2b:	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.
GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
GRADE EXPECTATION	5W2f:	Establish a style aligned to a subject area or task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	5W6:	Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.
EXPECTATION / CONTENT SPECIFICATION	5W7:	Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:

GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L

ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216
		New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Craft and Structure
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 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.

CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Text Types and Purposes / CONTENT SPECIFICAT IO Ν GRADE STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly **EXPECTATION** and accurately through the effective selection, organization, and analysis of content. GRADE STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-EXPECTATION chosen details, and well-structured event sequences. GRADE STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Research to Build and Present Knowledge / CONTENT SPECIFICAT IO Ν STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under GRADE **EXPECTATION** investigation. GRADE STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, EXPECTATION and integrate the information in writing while avoiding plagiarism

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY /	English Language Arts Anchor Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use

GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECT AT ION / CONTENT SPECIFICAT IO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

EXPECTATION

CATEGORY 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to / CONTENT the subject. SPECIFICAT IO Ν GRADE 5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, **EXPECTATION** illustrations, and multimedia to aid comprehension. GRADE 5W2c: Use precise language and content-specific vocabulary to explain a topic. EXPECTATION GRADE 5W2f: Establish a style aligned to a subject area or task. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by CONTENT applying the Grade 5 Reading Standards. SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / **Research to Build and Present Knowledge** CONCEPTUAL **UNDERSTAND** ING

EXPECTATION /5W7:Recall relevant information from experiences or gather relevant information from multiple sources; summarize orCONTENTparaphrase; avoid plagiarism and provide a list of sources.SPECIFICATION

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT ATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONT ENT SPECIFICAT IO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).

GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONT ENT SPECIFICAT IO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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New York State Next Generation English Language Arts Learning Standards

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL UNDERST AND ING **EXPECTATION** Key Ideas and Details / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; **EXPECTATION** cite specific textual evidence when writing or speaking to support conclusions drawn from the text. STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key GRADE **EXPECTATION** supporting details and ideas. STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. GRADE EXPECTATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL UNDERST AND ING Craft and Structure **EXPECTATION** / CONTENT SPECIFICAT IO Ν GRADE STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, EXPECTATION and figurative meanings, and analyze how specific word choices shape meaning or tone. GRADE STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of **EXPECTATION** the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL **UNDERSTAND** ING

EXPECTATION / CONTENT SPECIFICATIO N	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	5R3:	In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	5R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	5R5:	In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
EXPECTATION / CONTENT SPECIFICATION	5R6:	In literary texts, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

THEME

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECT AT ION / CONTENT SPECIFICAT IO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	5W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
GRADE EXPECTATION	5W3a:	Establish a situation and introduce a narrator and/or characters.
GRADE EXPECTATION	5W3b:	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
GRADE EXPECTATION	5W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE EXPECTATION	5W3e:	Provide a conclusion that follows from the narrated experiences or events.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.

CATEGORY / 5th Grade Speaking and Listening Standards | 5SL CLUSTER / **KEY IDEA** STANDARD / **Comprehension and Collaboration** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. / CONTENT SPECIFICAT IO Ν GRADE 5SI 1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other EXPECTATION information known about the topic to explore ideas under discussion. GRADE 5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Language Standards | 5L CLUSTER / **KEY IDEA** STANDARD / Conventions of Academic English/Language for Learning (Appendix A) CONCEPTUAL UNDERST AND ING Core Conventions Skills for Grades 3-5: **EXPECTATION** 5L1: / CONTENT **SPECIFICATIO** Ν GRADE 5L1:2 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. EXPECTATION GRADE 5L1:4 Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. **EXPECTATION** GRADE 5L1:7 Form and use regular and irregular verbs. **EXPECTATION** 5L1:12 GRADE Recognize and correct inappropriate shifts in verb tense. **EXPECTATION** 5L1:15 Use and identify prepositional phrases. GRADE **EXPECTATION**

GRADE 5L1:16 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

EXPECTATION

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.
GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN /		New York State Next Generation English Language Arts Learning Standards
UNIFYING THEME		
		5th Grade Language Standards 5L
THEME CATEGORY / CLUSTER /		5th Grade Language Standards 5L Knowledge of Language
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	5L3:	
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	5L3 a:	Knowledge of Language
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION CONTENT SPECIFICATION GRADE EXPECTATION GRADE	5L3a:	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECTATION CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION STRAND / UNIFYING	5L3a:	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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		New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards

THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 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.
GRADE EXPECTATION	STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.

GRADE EXPECTATION	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N		Knowledge of Language
GRADE EXPECTATION		STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 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.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	5R3:	In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	5R4:	Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	5R5:	In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL) In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
EXPECTATION / CONTENT SPECIFICATION	5R6:	In literary texts, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
ST ANDARD / CONCEPT UAL UNDERST AND ING		Fluency
EXPECTATION / CONTENT SPECIFICATIO N	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W

STANDARD /		Text Types and Purposes
CONCEPTUAL UNDERSTAND ING		
EXPECT AT ION / CONTENT SPECIFICAT IO N	5W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
GRADE EXPECTATION	5W3a:	Establish a situation and introduce a narrator and/or characters.
GRADE EXPECTATION	5W3b:	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
GRADE EXPECTATION	5W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE EXPECTATION	5W3e:	Provide a conclusion that follows from the narrated experiences or events.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W5:	Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
STANDARD / CONCEPTUAL UNDERSTAND ING		Comprehension and Collaboration
EXPECT AT ION / CONTENT SPECIFICAT IO N	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	5SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE EXPECTATION	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
GRADE EXPECTATION	5L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
GRADE EXPECTATION	5L1:15	Use and identify prepositional phrases.
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
GRADE EXPECTATION	5L2:2	Use correct capitalization.

GRADE EXPECTATION	5L2:9	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
GRADE EXPECTATION	5L2:10	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. \rightarrow Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
GRADE EXPECTATION	5L3b:	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use

EXPECTATION /	5L6:
CONTENT	
SPECIFICATION	

Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245 New York State Learning Standards and Core Curriculum Language Arts Grade 5 - Adopted: 2017/Effective 2020 STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY/ English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL UNDERST AND ING **EXPECTATION** Craft and Structure / CONTENT SPECIFICAT IO Ν STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, GRADE **EXPECTATION** and figurative meanings, and analyze how specific word choices shape meaning or tone. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Text Types and Purposes / CONTENT SPECIFICAT IO Ν GRADE STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly **EXPECTATION** and accurately through the effective selection, organization, and analysis of content. GRADE STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-**EXPECTATION** chosen details, and well-structured event sequences. STRAND / New York State Next Generation English Language Arts Learning Standards **DOMAIN /** UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Speaking and Listening Anchor Standards CONCEPTUAL UNDERST AND ING

EXPECT AT ION / CONTENT SPECIFICAT IO N		Comprehension and Collaboration
GRADE EXPECTATION		STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Knowledge of Language
GRADE EXPECTATION		STANDARD 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.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards (Literary and Informational Text) 5R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION /	5R7:	Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)

CONTENT SPECIFICATION

SPECIFICATION

addition).

CATEGORY / 5th Grade Writing Standards | 5W CLUSTER / **KEY IDEA** STANDARD / Text Types and Purposes CONCEPTUAL UNDERST AND ING EXPECTATION 5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to / CONTENT the subject. SPECIFICAT IO Ν GRADE 5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, **EXPECTATION** illustrations, and multimedia to aid comprehension. GRADE 5W2c: Use precise language and content-specific vocabulary to explain a topic. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 5th Grade Language Standards | 5L CLUSTER / **KEY IDEA** STANDARD / Vocabulary Acquisition and Use CONCEPTUAL UNDERST AND ING EXPECTATION / 5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal CONTENT contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in