

Structure and Style for Students

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

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

**STRAND /
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 THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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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 UNDERSTANDING	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)

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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 UNDERSTANDING	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)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		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
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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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
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STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
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EXPECTATION / CONTENT SPECIFICATION	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
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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
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STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
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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
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
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EXPECTATION / CONTENT SPECIFICATION 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.
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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 UNDERSTANDING		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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UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

**New York State Learning Standards and Core Curriculum
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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
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.
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GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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 UNDERSTANDING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING	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 UNDERSTANDING	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
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STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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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
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	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.

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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
STANDARD / CONCEPTUAL UNDERSTANDING		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.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	5L1:	Core Conventions Skills for Grades 3-5:
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GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
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GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
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GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING	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**

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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.
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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 UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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.
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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 UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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 UNDERSTANDING		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 UNDERSTANDING		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 UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
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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.
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GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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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.
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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
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STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
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EXPECTATION / CONTENT SPECIFICATION	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
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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.
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GRADE EXPECTATION	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
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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 UNDERSTANDING		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.
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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 UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	5L1:	Core Conventions Skills for Grades 3-5:
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GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
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GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
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GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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 UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING	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
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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.
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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 UNDERSTANDING	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)
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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)
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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 UNDERSTANDING	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 UNDERSTANDING		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)
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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 UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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 UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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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
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	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.

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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
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.

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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)

**EXPECTATION /
CONTENT
SPECIFICATION** 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.

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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)

**EXPECTATION /
CONTENT
SPECIFICATION** 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
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
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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 5 Page 45-52

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
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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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
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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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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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 UNDERSTANDING		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)

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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 UNDERSTANDING		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 /
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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 UNDERSTANDING		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 /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	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 Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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 /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		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**

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE
EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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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 UNDERSTANDING	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)

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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 UNDERSTANDING	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)
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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)
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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 UNDERSTANDING		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)
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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 UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	5W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
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GRADE EXPECTATION	5W3a:	Establish a situation and introduce a narrator and/or characters.
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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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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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
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.
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GRADE EXPECTATION	5L3b:	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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).

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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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 UNDERSTANDING		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)

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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 UNDERSTANDING		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)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.
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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
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	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.
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GRADE EXPECTATION	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
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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
STANDARD / CONCEPTUAL UNDERSTANDING		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.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	5L1:	Core Conventions Skills for Grades 3-5:
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GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
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GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
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GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
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GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		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 /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.
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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.
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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 UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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.
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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 UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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
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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 UNDERSTANDING	Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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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.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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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.
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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.
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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 UNDERSTANDING	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)
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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 UNDERSTANDING	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)
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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 UNDERSTANDING	Fluency

EXPECTATION / CONTENT SPECIFICATION	5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		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).

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

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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
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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 UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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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 UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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.
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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 UNDERSTANDING	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)
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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 UNDERSTANDING	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)
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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 UNDERSTANDING	Fluency

EXPECTATION / CONTENT SPECIFICATION	5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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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
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING		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
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
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EXPECTATION / CONTENT SPECIFICATION	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
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GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
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GRADE EXPECTATION	5L2:2	Use correct capitalization.
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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).
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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.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
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EXPECTATION / CONTENT SPECIFICATION	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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 /
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THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		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 /
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THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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 /
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THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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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 UNDERSTANDING		Key Ideas and Details

EXPECTATION / 5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
CONTENT
SPECIFICATION

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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 UNDERSTANDING		Craft and Structure

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)

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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 UNDERSTANDING		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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
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GRADE EXPECTATION	5W2a:	Introduce a topic clearly, provide a general focus, and organize related information logically.
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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.
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GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
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GRADE EXPECTATION	5W2f:	Establish a style aligned to a subject area or task.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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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.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND 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.

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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.

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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 clearly and accurately through the effective selection, organization, and analysis of content.
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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.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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.
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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 UNDERSTANDING	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)
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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 UNDERSTANDING	Craft and Structure

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)
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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 UNDERSTANDING		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)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

**EXPECTATION /
CONTENT
SPECIFICATION** 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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

**EXPECTATION /
CONTENT
SPECIFICATION** 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.
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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 UNDERSTANDING		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.
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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 UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	5L1:	Core Conventions Skills for Grades 3-5:
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GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
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GRADE EXPECTATION	5L1:7	Form and use regular and irregular verbs.
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GRADE EXPECTATION	5L1:8	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
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GRADE EXPECTATION	5L1:11	Use verb tense to convey various times, sequences, states, and conditions.
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GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense.
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GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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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 UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		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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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**

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.
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GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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 UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.
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GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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 UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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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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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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.
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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 UNDERSTANDING	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)
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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)
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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 UNDERSTANDING	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 UNDERSTANDING Fluency

EXPECTATION / CONTENT SPECIFICATION 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 UNDERSTANDING Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 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.

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CATEGORY / CLUSTER / KEY IDEA 5th Grade Writing Standards | 5W

STANDARD / CONCEPTUAL UNDERSTANDING 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 Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING	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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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.
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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 UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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.
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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 UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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
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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 UNDERSTANDING	Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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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.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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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.
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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.
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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 UNDERSTANDING	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)
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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 UNDERSTANDING	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)
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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 UNDERSTANDING	Fluency

EXPECTATION / CONTENT SPECIFICATION	5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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 /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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 /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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 /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING		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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**STRAND /
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THEME**
New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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 /
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UNIFYING
THEME**
New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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 /
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THEME**
New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
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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.
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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.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge
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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
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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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.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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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.
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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.
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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
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STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)
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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 UNDERSTANDING		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)
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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 UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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 UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
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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.
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GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
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GRADE EXPECTATION	5W2f:	Establish a style aligned to a subject area or task.
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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 UNDERSTANDING		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.
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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 UNDERSTANDING		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.
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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.
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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 UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	5L1:	Core Conventions Skills for Grades 3-5:
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GRADE EXPECTATION	5L1:2	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
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GRADE EXPECTATION	5L1:4	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
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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 UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING		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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

**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
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.
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GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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 UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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.
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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 UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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.
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GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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 UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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 UNDERSTANDING		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
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STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
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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
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STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
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EXPECTATION / CONTENT SPECIFICATION	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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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
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
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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
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GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
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EXPECTATION / CONTENT SPECIFICATION	5L2:	Core Punctuation and Spelling Skills for Grades 3-5:
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GRADE EXPECTATION	5L2:1	Capitalize appropriate words in titles.
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GRADE EXPECTATION	5L2:2	Use correct capitalization.
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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).
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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.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
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EXPECTATION / CONTENT SPECIFICATION	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.

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CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		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).

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

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THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION		Knowledge of Language
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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
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STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
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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
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
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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
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING		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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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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 UNDERSTANDING		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)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
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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
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STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
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GRADE EXPECTATION		STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Conventions of Academic English/Language for Learning
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GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
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GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
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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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING	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)
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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 UNDERSTANDING	Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	5W2f: Establish a style aligned to a subject area or task.
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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	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.

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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	5W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.

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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)
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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE EXPECTATION	5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
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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
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STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
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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.
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GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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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 UNDERSTANDING	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)

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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 UNDERSTANDING	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)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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 UNDERSTANDING		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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
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STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		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 20 Page 177-194

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.
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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.
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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 UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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.
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GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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 UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
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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
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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 UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.

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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 UNDERSTANDING		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)

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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 UNDERSTANDING		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)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency

EXPECTATION / CONTENT SPECIFICATION	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
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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.
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GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic.
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GRADE EXPECTATION	5W2f:	Establish a style aligned to a subject area or task.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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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.
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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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
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
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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**

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
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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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
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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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
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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
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Conventions of Academic English/Language for Learning
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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
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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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
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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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.
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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.
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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 UNDERSTANDING	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)
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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 UNDERSTANDING	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)
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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 UNDERSTANDING	Fluency

EXPECTATION / CONTENT SPECIFICATION	5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.
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GRADE EXPECTATION	5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING		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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**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Integration of Knowledge and Ideas
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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
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
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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
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STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
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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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.

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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 UNDERSTANDING		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)
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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 UNDERSTANDING		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)
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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)
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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 UNDERSTANDING		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)
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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 UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.

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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
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
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STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.

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THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		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).

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

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

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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 /
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THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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 UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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 UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
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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 UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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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
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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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
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STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details
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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
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STANDARD / CONCEPTUAL UNDERSTANDING		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)

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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 UNDERSTANDING		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)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	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.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		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.
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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
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	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
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	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.
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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 UNDERSTANDING		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
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.
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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 UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		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.
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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.
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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 UNDERSTANDING		Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration
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GRADE EXPECTATION

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language
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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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use
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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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	5th Grade Reading Standards (Literary and Informational Text) 5R
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STANDARD / CONCEPTUAL UNDERSTANDING	Integration of Knowledge and Ideas
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EXPECTATION / CONTENT SPECIFICATION

5R7:

Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	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.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		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).