Main Criteria: Structure and Style for Students
Secondary Criteria: Oregon Academic Content Standards

Subject: Language Arts
Grade: 5

## Structure and Style for Students

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

Oregon Academic Content Standards
Language Arts
Grade 5 - Adopted: 2019/Effective 2021

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#### STANDARD / CONTENT AREA

BENCHMARK

#### Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / CCRA.R. 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.

EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
	5.RI.4. 5.RI.5.	
BENCHMARK  EXPECTATION /		topic or subject area.
EXPECTATION / BENCHMARK  STANDARD / CONTENT		topic or subject area.  Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /		topic or subject area.  Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.  Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /		topic or subject area.  Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.  Oregon English Language Arts and Literacy Standards  Reading Informational Text

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
EXPECTATION / BENCHMARK	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening

BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.SL.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

Oregon Academic Content Standards
Language Arts
Grade 5 - Adopted: 2019/Effective 2021

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading

BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION / BENCHMARK	5.RI.5.	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PRODICIENCY  ENCHANGE / Text Types and Purposes  EXPECTATION / CCRAW White informative/explanatory lexis to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  EXPECTATION / CCRAW CONTENT STANDARD / CORTENT STANDARD / Production and Distribution of Writing  ENCHANGE / Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.  EXPECTATION / CCRAW ENCHANGE / S.  EXPECTATION / CCRAW Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach and trevision, and to interact and collaborate with others			
EXPECTATION / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / Production and Distribution of Writing  EXPECTATION / CCRA.W. Produce clear and coherent writing in which the development organization, and style are appropriate to task, purpose, and audience.  EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRA.W. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.  EXPECTATION / CCRA.W. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.  EXPECTATION / CCRA.W. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.  EXPECTATION / CCRA.W. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.  CONTENT AREA  CONTENT AREA  CONTENT AREA  CONTENT AREA  CORRESS And Area of Writing  EXPECTATION / CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single stiling or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / CORRESS AND AREA AREA  CONTENT STANDARD / CRA.W. Writing  First Types and Purposes  EXPECTATION S.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	STANDARD /		College and Career Readiness Anchor Standards for Writing
BENCHMARK 2. through the effective selection, organization, and analysis of content.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRA.W. Benchmark 6.  EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  EXPECTATION / CCRA.W. Use technology including the Internet, to produce and publish writing and to interact and collaborate with others.  CONTENT STANDARD / PROFICIENCY  BENCHMARK / Range of Writing  EXPECTATION / CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT AREA  CONTENT AREA  Oregon English Language Arts and Literacy Standards  CONTENT AREA  First Types and Purposes  EXPECTATION   Writing  Text Types and Purposes  EXPECTATION   S.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			Text Types and Purposes
CONTENT ATANDARD / PROFICIENCY  BENCHMARK / STRAND  CORAW. Production and Distribution of Writing  EXPECTATION / STRAND  CORAW. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  EXPECTATION / CCRAW. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  EXPECTATION / CCRAW. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CONTENT STANDARD / CORAW. Use and Career Readiness Anchor Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / Range of Writing  EXPECTATION / CCRAW. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / Oregon English Language Arts and Literacy Standards  CONTENT AREA  CONTEN			
BENCHMARK     Production and Distribution of Writing	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION / CCRAW. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  EXPECTATION / CCRAW. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / S.  EXPECTATION / CCRAW. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  EXPECTATION / G.  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STANDARD / PROFICIENCY  BENCHMARK / 10.  Range of Writing  Range of Writing  CCRAW. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / CONTENT STANDARD / PROFICIENCY  Writing  TEXTENDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / 10.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / TORSON STANDARD / PROFICIENCY  BENCHMARK / 10.  Text Types and Purposes  EXPECTATION / 5.W.1.  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	STANDARD /		College and Career Readiness Anchor Standards for Writing
BENCHMARK  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / S. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / S. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  EXPECTATION / CCRAW. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  CONTENT STANDARD / CONTENT STANDARD / COLLEGE and Career Readiness Anchor Standards for Writing  EXPECTATION / CCRAW. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / CONTENT STANDARD / CONTEN			Production and Distribution of Writing
BENCHMARK  5.  EXPECTATION / BENCHMARK  5.  EXPECTATION / BENCHMARK  6.  Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / CONTENT STANDARD / PROFICIENCY  BENCHMARK / Oregon English Language Arts and Literacy Standards  CONTENT STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / Text Types and Purposes  EXPECTATION 5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
BENCHMARK 6.  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / CONTENT AREA  CONTENT AREA  CONTENT Writing  EXPECTATION / CONTENT AREA  CONTENT AREA  CONTENT Writing  EXPECTATION / CONTENT AREA  CONTENT AREA  Text Types and Purposes  EXPECTATION 5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  CORA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / CORA Writing  Oregon English Language Arts and Literacy Standards  CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Writing  Text Types and Purposes  EXPECTATION 5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
BENCHMARK   Range of Writing	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION / CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Text Types and Purposes  EXPECTATION 5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	STANDARD /		College and Career Readiness Anchor Standards for Writing
BENCHMARK 10. single sitting or a day or two) for a range of tasks, purposes, and audiences.  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Text Types and Purposes  EXPECTATION 5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			Range of Writing
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  Text Types and Purposes  EXPECTATION 5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
STANDARD / PROFICIENCY  BENCHMARK / STRAND  Text Types and Purposes  EXPECTATION 5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION 5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	STANDARD /		Writing
			Text Types and Purposes
		5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

EXPECTATION 5.W.1b. Provide logically ordered reasons that are supported by facts and details.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language

BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION /	CCBA SI	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the

EXPECTATION / CCRA.SL Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the BENCHMARK .4. organization, development, and style are appropriate to task, purpose, and audience.

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.SL.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

Oregon Academic Content Standards Language Arts

Grade 5 - Adopted: 2019/Effective 2021

Oregon English Language Arts and Literacy Standards

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY	Reading Foundational Skills
BENCHMARK / STRAND	Fluency

EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
AKEA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
CONTENT STANDARD /		College and Career Readiness Anchor Standards for Reading  Craft and Structure
CONTENT STANDARD / PROFICIENCY	CCRA.R.	Craft and Structure
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	4.	Craft and Structure  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK	4.	Craft and Structure  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.  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT	4.	Craft and Structure  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.  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /	4.	Craft and Structure  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.  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.  Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	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.  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.  Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Reading  Range of Reading and Level of Text Complexity

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION / BENCHMARK	5.RI.5.	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
STANDARD /		Writing Production and Distribution of Writing
STANDARD / PROFICIENCY BENCHMARK /	5.W.4.	
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION /	5.W.4. 5.W.5.	Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION /		Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	5.W.5.	Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  With guidance and support, use technology, including the Internet, to produce and publish writing as well as to
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	5.W.5.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /	5.W.5.	Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.  Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.

<b>STANDARD</b>	I
CONTENT	
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CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening

BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.SL.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
		Oregon Academic Content Standards  Language Arts  Grade 5 - Adopted: 2019/Effective 2021
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards

**AREA** 

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EVECTATION	E DE 40	Dood grade level tout with nursees and understanding

EXPECTATION 5.RF.4a. Read grade-level text with purpose and understanding.

EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
		Read and comprehend complex literary and informational texts independently and proficiently.  Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT		
STANDARD / CONTENT AREA  CONTENT STANDARD /		Oregon English Language Arts and Literacy Standards

EXPECTATION / BENCHMARK	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
EXPECTATION / BENCHMARK	5.RL.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
EXPECTATION / BENCHMARK	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RL.9.	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

BENCHMARK /

EXPECTATION

/ BENCHMARK

5.W.3.

STRAND

Text Types and Purposes

#### Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	5.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION /	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK .

EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

EXPECTATION	5.L.3b.	Compare and contrast the varieties of English used in stories, dramas, or poems.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	CCRA.SL	College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND		College and Career Readiness Anchor Standards for Speaking and Listening  Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT		College and Career Readiness Anchor Standards for Speaking and Listening  Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /		College and Career Readiness Anchor Standards for Speaking and Listening  Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  Oregon English Language Arts and Literacy Standards
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /		College and Career Readiness Anchor Standards for Speaking and Listening  Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  Oregon English Language Arts and Literacy Standards  Speaking and Listening
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	.4.	College and Career Readiness Anchor Standards for Speaking and Listening  Presentation of Knowledge and Ideas  Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  Oregon English Language Arts and Literacy Standards  Speaking and Listening  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own

EXPECTATION	5.SL.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.SL.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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		Oregon Academic Content Standards
		Language Arts

# Language Arts Grade 5 - Adopted: 2019/Effective 2021

# STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
EXPECTATION / BENCHMARK	5.RL.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
EXPECTATION / BENCHMARK	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RL.9.	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W.3e.	Provide a conclusion that follows from the narrated experiences or events.

BENCHMARK .

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

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

**EXPECTATION** 

5.L.4a.

#### Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	5.L.3b.	Compare and contrast the varieties of English used in stories, dramas, or poems.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Use context as a clue to the meaning of a word or phrase.

EXPECTATION	5.L.4c.	Consult dictionaries, glossaries, thesauruses, and other reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
STANDARD /		Speaking and Listening  Comprehension and Collaboration

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

Oregon Academic Content Standards
Language Arts
Grade 5 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
EXPECTATION / BENCHMARK	5.RL.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
EXPECTATION / BENCHMARK	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RL.9.	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

STANDARD	I
CONTENT	
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AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT		College and Career Readiness Anchor Standards for Language
ST ANDARD / PROFICIENCY		
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language

EVERATION.	5.1.0	
/ BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	5.L.3b.	Compare and contrast the varieties of English used in stories, dramas, or poems.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68
		Oregon Academic Content Standards
		Language Arts
		Grade 5 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION / BENCHMARK	5.RI.5.	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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BENCHMARK

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CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION /	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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EXPECTATION

### Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

5.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
EXPECTATION / BENCHMARK	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION	5.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.SL.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76
		Oregon Academic Content Standards  Language Arts  Grade 5 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		College and Career Boodings Angher Standards for Booding

College and Career Readiness Anchor Standards for Reading

CONTENT

STANDARD / PROFICIENCY

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R.	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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION / BENCHMARK	5.RI.5.	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK /		Range of Writing
STRAND		
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
EXPECTATION / BENCHMARK STANDARD / CONTENT		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  Writing
EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  Writing  Text Types and Purposes
EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT	10. 5.W.1.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  Writing  Text Types and Purposes  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK	10. 5.W.1.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  Writing  Text Types and Purposes  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  Provide logically ordered reasons that are supported by facts and details.
EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD /	10. 5.W.1.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  Oregon English Language Arts and Literacy Standards  Writing  Text Types and Purposes  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  Provide logically ordered reasons that are supported by facts and details.  Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION  STANDARD / CONTENT AREA  CONTENT AREA  CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	5.W.1. 5.W.1b.	Writing  Text Types and Purposes  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  Provide logically ordered reasons that are supported by facts and details.  Oregon English Language Arts and Literacy Standards  Writing  Writing

EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
EXPECTATION / BENCHMARK	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**AREA** 

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD /		
CONTENT		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  Language
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	5.L.4.	Language
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND	<b>5.L.4.</b> 5.L.4a.	Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK		Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT		Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  Use context as a clue to the meaning of a word or phrase.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD /		Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  Use context as a clue to the meaning of a word or phrase.  Oregon English Language Arts and Literacy Standards

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

Oregon Academic Content Standards

Language Arts

Grade 5 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION / BENCHMARK	5.RI.5.	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
EXPECTATION / BENCHMARK	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language

BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  Speaking and Listening
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY	5.SL.1.	Speaking and Listening
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	<b>5.SL.1.</b> 5.SL.1a.	Speaking and Listening  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK		Speaking and Listening  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK	5.SL.1a.	Speaking and Listening  Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION	5.SL.1a. 5.SL.1b.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions and carry out assigned roles.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION  EXPECTATION  EXPECTATION  STANDARD / CONTENT	5.SL.1a. 5.SL.1b.	Comprehension and Collaboration  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.SL.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92
		Oregon Academic Content Standards  Language Arts  Grade 5 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Oregon English Language Arts and Literacy Standards

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

BENCHMARK

10.

### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

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

EXPECTATION / 5.W.4.

BENCHMARK

### Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1c.	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	5.L.1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECT ATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
		UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100
		Oregon Academic Content Standards  Language Arts  Grade 5 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading

BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.

AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1c.	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	5.L.1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
		UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110
		Oregon Academic Content Standards

Oregon Academic Content Standards
Language Arts
Grade 5 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

CONTENT Reading Foundational Skills STANDARD / PROFICIENCY
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BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT		Reading Literature
STANDARD / PROFICIENCY		
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION !	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION 5	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION ! / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION 5	5.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION 5	5.W.3b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
	5.W.3b. 5.W.3d.	
	5.W.3d.	the responses of characters to situations.
EXPECTATION STANDARD / CONTENT	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA  CONTENT STANDARD /	5.W.3d.	the responses of characters to situations.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND	5.W.3d.	the responses of characters to situations.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Oregon English Language Arts and Literacy Standards  Writing
EXPECTATION S STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK	5.W.3d.	the responses of characters to situations.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Oregon English Language Arts and Literacy Standards  Writing  Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
EXPECTATION S STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	5.W.3d.	the responses of characters to situations.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Oregon English Language Arts and Literacy Standards  Writing  Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and
EXPECTATION S STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	5.W.4. 5.W.5.	the responses of characters to situations.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Oregon English Language Arts and Literacy Standards  Writing  Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  With guidance and support, use technology, including the Internet, to produce and publish writing as well as to
STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	5.W.4. 5.W.5.	the responses of characters to situations.  Use concrete words and phrases and sensory details to convey experiences and events precisely.  Oregon English Language Arts and Literacy Standards  Writing  Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)  With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT ST ANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
	F I 1	Demonstrate command of the conventions of standard English grammar and usage when writing or
/ BENCHMARK	5.L.1.	speaking.

EXPECTATION	5.L.1c.	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	5.L.1d.	Recognize and correct inappropriate shifts in verb tense.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122
		Oregon Academic Content Standards

Oregon Academic Content Standards
Language Arts
Grade 5 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

PROFICIENCY
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BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION / BENCHMARK	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION / BENCHMARK	5.RI.5.	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
EXPECTATION /	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view

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CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
EXPECTATION / BENCHMARK	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION /	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

# STANDARD /

## Oregon English Language Arts and Literacy Standards

CONTENT		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include

Introduce a topic clearly, provide a general observation and focus, and group formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, a audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to a including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
EXPECTATION / BENCHMARK	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summar or paraphrase information in notes and finished work, and provide a list of sources.

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CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
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BENCHMARK / STRAND		Knowledge of Language
BENCHMARK /	5.L.3.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK / STRAND	<b>5.L.3.</b> 5.L.3a.	
BENCHMARK / STRAND EXPECTATION / BENCHMARK		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT		Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD /		Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Oregon English Language Arts and Literacy Standards
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /		Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Oregon English Language Arts and Literacy Standards  Language
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	5.L.3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Oregon English Language Arts and Literacy Standards  Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK	5.L.3a. 5.L.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Oregon English Language Arts and Literacy Standards  Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT	5.L.3a. 5.L.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Oregon English Language Arts and Literacy Standards  Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  Use context as a clue to the meaning of a word or phrase.

BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134
ST ANDARD /		Oregon Academic Content Standards  Language Arts  Grade 5 - Adopted: 2019/Effective 2021  Oregon English Language Arts and Literacy Standards
CONTENT AREA		
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
STANDARD /		College and Career Readiness Anchor Standards for Reading  Key Ideas and Details
STANDARD / PROFICIENCY BENCHMARK /	CCRA.R.	Key Ideas and Details
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION /	1.	Key Ideas and Details  Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual
ST ANDARD / PROFICIENCY  BENCHMARK / ST RAND  EXPECTATION / BENCHMARK  EXPECTATION /	1. CCRA.R. 2.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	1. CCRA.R. 2. CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK	1. CCRA.R. 2. CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION / BENCHMARK	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION / BENCHMARK	5.RI.5.	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
EXPECTATION / BENCHMARK	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
EXPECTATION / BENCHMARK	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / CCRA.W. 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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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to an including grade 5.)

BENCHMARK

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
EXPECTATION / BENCHMARK	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
EXPECTATION / BENCHMARK	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION /	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listoning.

for meaning or style, and to comprehend more fully when reading or listening.

#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 5.L.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

<b>STANDARD</b>	I
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#### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

#### Oregon Academic Content Standards Language Arts Grade 5 - Adopted: 2019/Effective 2021

# STANDARD / CONTENT AREA

### Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards

## **AREA**

CONTENT ST ANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND	Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R.	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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION / BENCHMARK	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION / BENCHMARK	5.RI.5.	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
EXPECTATION / BENCHMARK	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
EXPECTATION / BENCHMARK	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
EXPECTATION / BENCHMARK	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
EXPECTATION / BENCHMARK	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD	I
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#### Oregon English Language Arts and Literacy Standards

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

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
STANDARD /		Speaking and Listening  Comprehension and Collaboration

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Oregon Academic Content Standards Language Arts

Grade 5 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2e.	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
EXPECTATION / BENCHMARK	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
/ BENCHWARK		

EXPECTATION	5.L.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		UNIT 7: INVENTIVE WRITING Week 17 Page 147-152
		Oregon Academic Content Standards
		Language Arts  Grade 5 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Marieina
STANDARD / PROFICIENCY		Writing
STANDARD /		Text Types and Purposes
STANDARD / PROFICIENCY BENCHMARK /	5.W.1.	
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	<b>5.W.1.</b> 5.W.1b.	Text Types and Purposes

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	5.W.2e.	Provide a concluding statement or section related to the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
EXPECTATION / BENCHMARK	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language

BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		UNIT 7: INVENTIVE WRITING Week 18 Page 153-158
		Oregon Academic Content Standards
		Language Arts
		Grade 5 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

BENCHMARK 6.

EXPECTATION / 5.W.4.

BENCHMARK

# Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176
		Oregon Academic Content Standards
		Language Arts  Grade 5 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
STRAND	<b>5.RF.4.</b> 5.RF.4a.	
STRAND  EXPECTATION / BENCHMARK		Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / BENCHMARK  EXPECTATION	5.RF.4a.	Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as
EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION  STANDARD / CONTENT	5.RF.4a.	Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD /	5.RF.4a.	Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.  Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	5.RF.4a.	Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.  Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Reading
EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION /	5.RF.4c. 5.RF.4c. CCRA.R.	Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.  Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual

<b>STANDARD</b>	I
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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION / BENCHMARK	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION / BENCHMARK	5.RI.5.	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
EXPECTATION / BENCHMARK	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
EXPECTATION / BENCHMARK	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

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

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

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BENCHMARK

# Oregon English Language Arts and Literacy Standards

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CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION /	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
EXPECTATION / BENCHMARK	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
EXPECTATION / BENCHMARK	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language

BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECT ATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194
		Oregon Academic Content Standards
		Language Arts Grade 5 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R.	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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION / BENCHMARK	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION / BENCHMARK	5.RI.5.	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
EXPECTATION / BENCHMARK	5.Rl.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
EXPECTATION / BENCHMARK	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

<b>STANDARD</b>	I
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EXPECTATION

# Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

5.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

<b>STANDARD</b>	I
CONTENT	
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CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
EXPECTATION / BENCHMARK	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
EXPECTATION / BENCHMARK	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language

BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216
		Oregon Academic Content Standards
		Language Arts

Oregon Academic Content Standards

Language Arts

Grade  ${\bf 5}$  - Adopted: 2019/Effective 2021

STANDARD /	
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY	Reading Foundational Skills
BENCHMARK / STRAND	Fluency

EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK /		Key Ideas and Details
STRAND		
EXPECTATION / BENCHMARK	5.Rl.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION /	5.Rl.1. 5.Rl.2.	
EXPECTATION / BENCHMARK  EXPECTATION /		Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT		Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /		Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /		Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  Oregon English Language Arts and Literacy Standards  Reading Informational Text
EXPECTATION / BENCHMARK  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND	5.Rl.2.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  Oregon English Language Arts and Literacy Standards  Reading Informational Text  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5

<b>STANDARD</b>	I
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AREA	

BENCHMARK 6.

# Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
EXPECTATION / BENCHMARK	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

# STANDARD / CONTENT

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECT ATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		White

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful in aiding comprehension.

EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, a audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to a including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
EXPECTATION / BENCHMARK	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summar or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

ST ANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	<b>5.L.3.</b> 5.L.3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
/ BENCHMARK		
EXPECTATION  STANDARD / CONTENT		Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD /		Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Oregon English Language Arts and Literacy Standards
I BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /		Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Oregon English Language Arts and Literacy Standards  Language
I BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Oregon English Language Arts and Literacy Standards  Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
/ BENCHMARK  EXPECTATION  ST ANDARD / CONTENT AREA  CONTENT ST ANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK	5.L.4.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Oregon English Language Arts and Literacy Standards  Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
/ BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT	5.L.4.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Oregon English Language Arts and Literacy Standards  Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  Use context as a clue to the meaning of a word or phrase.

BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232
		Oregon Academic Content Standards  Language Arts  Grade 5 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency
EXPECTATION / BENCHMARK	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading

EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
EXPECTATION / BENCHMARK	5.RL.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
EXPECTATION / BENCHMARK	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	5.RL.9.	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

<b>STANDARD</b>	I
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT		Language
STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	5.L.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	5.L.2e.	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
STANDARD /		Language  Knowledge of Language
STANDARD / PROFICIENCY BENCHMARK /	5.L.3.	
STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	<b>5.L.3.</b> 5.L.3a.	Knowledge of Language
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION	5.L.3a.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION  STANDARD / CONTENT	5.L.3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English used in stories, dramas, or poems.
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD /	5.L.3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English used in stories, dramas, or poems.  Oregon English Language Arts and Literacy Standards
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /	5.L.3a.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English used in stories, dramas, or poems.  Oregon English Language Arts and Literacy Standards  Language
BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	5.L.3a. 5.L.3b.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English used in stories, dramas, or poems.  Oregon English Language Arts and Literacy Standards  Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	5.SL.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		UNIT 9: FORMAL CRITIQUE Week 23 Page 233-244
		Oregon Academic Content Standards  Language Arts
		Grade 5 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Foundational Skills
BENCHMARK / STRAND		Fluency

Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION 5.RF.4.

/ BENCHMARK

EXPECTATION	5.RF.4a.	Read grade-level text with purpose and understanding.
EXPECTATION	5.RF.4c.	Use a variety of reading strategies to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
EXPECTATION / BENCHMARK	5.RL.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
EXPECTATION / BENCHMARK	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	5.RL.9.	Compare and contrast stories in the same genre on their approaches to similar themes and topics.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	5.W.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	5.W.3b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	5.W.3e.	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	5.W.5.	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
EXPECTATION / BENCHMARK	5.W.6.	With guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  Language
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY	5.L.1.	Language
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	<b>5.L.1.</b> 5.L.1a.	Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT		Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD /		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Oregon English Language Arts and Literacy Standards
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  EXPECTATION  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /		Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Oregon English Language Arts and Literacy Standards  Language

EXPECTATION 5.L.2e. Spell grade-appropriate words correctly, consulting references as needed.

EXPECTATION

# Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	5.L.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	5.L.3b.	Compare and contrast the varieties of English used in stories, dramas, or poems.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	5.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards  College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY	CCRA.SL	College and Career Readiness Anchor Standards for Speaking and Listening
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND		College and Career Readiness Anchor Standards for Speaking and Listening  Comprehension and Collaboration  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT		College and Career Readiness Anchor Standards for Speaking and Listening  Comprehension and Collaboration  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD /		College and Career Readiness Anchor Standards for Speaking and Listening  Comprehension and Collaboration  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  Oregon English Language Arts and Literacy Standards
CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION / BENCHMARK  STANDARD / CONTENT AREA  CONTENT STANDARD / PROFICIENCY  BENCHMARK /		Comprehension and Collaboration  Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  Oregon English Language Arts and Literacy Standards  Speaking and Listening

5.SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION	5.SL.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245
		Oregon Academic Content Standards
		Language Arts
		Grade 5 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT ST ANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
EXPECTATION	5.W.1b.	Provide logically ordered reasons that are supported by facts and details.
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards
AREA		
CONTENT STANDARD / PROFICIENCY		Writing
CONTENT STANDARD /		Writing  Text Types and Purposes
CONTENT STANDARD / PROFICIENCY	5.W.2.	
CONTENT STANDARD / PROFICIENCY  BENCHMARK / STRAND  EXPECTATION	<b>5.W.2</b> . 5.W.2a.	Text Types and Purposes

EXPECTATION	5.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	5.W.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.