Main Criteria: Structure and Style for Students
Secondary Criteria: Rhode Island World-Class Standards

Subject: Language Arts
Grade: 5

## Structure and Style for Students

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

## Rhode Island World-Class Standards Language Arts

Grade 5 - Adopted: 2021

		Grade <b>5</b> - Adopted: <b>2021</b>
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM		
	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	<b>2</b> 2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
		Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding
INDICATOR  SPECIFIC	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
SPECIFIC INDICATOR  SPECIFIC	2.a. 2.b.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR  SPECIFIC INDICATOR	2.a. 2.b.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING	2.a. 2.b.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Use precise language and domain-specific vocabulary to inform about or explain the topic.  Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN	Grade 5 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)

#### DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

#### DOMAIN Grade 5 Language Standards [L]

**Vocabulary Acquisition and Use** 

STATEMENT

**DOMAIN** 

OF ENDURING KNOWLEDGE		
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard
		4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

# Rhode Island World-Class Standards Language Arts Grade 5 - Adopted: 2021

College and Career Readiness Anchor Standards for Reading

		,
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.

DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rhode Island World-Class Standards  Language Arts  Grade 5 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING		Key Ideas and Details

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.

GSE STEM 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SPECIFIC Stanguage Standards [L]  STATEMENT OF ENDURING KNOWLEGGE  Woodbullary Acquisition and Use Office Stanguage and its conventions when writing, speaking, reading, or listening.  By SPECIFIC Stanguage Standards [L]  STATEMENT OF ENDURING KNOWLEGGE  SPECIFIC 4.a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade Standards (R)  SPECIFIC 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  SPECIFIC 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  SPECIFIC 4.g. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  SPECIFIC 4.g. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, "to measure angles and temperature).  DOMAIN Grade 5 Language Standards (L)  STATEMENT OF ENDURING KNOWLEGGE  SSESTEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast addition, and other logical relationships (e.g., however, although, nevertheless, similarly moreover, in addition), to reading; see grade 5 Wining Standard 4 and Reading Informational Text Standard 4 on spiling Informational Text Standard 5 (Grade 5 - Adaptive 2021)  DOMAIN College and Career Readiness Anchor Standards for Reading  STATEMENT Grade Standards (L)  Read closely to determine what a text states explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusion	DOMAIN		Grade 5 Language Standards [L]
SPECIFIC   4.0.   Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including https://doi.org/10.100/J.   NDICATOR   Vocabulary Acquisition and Use   SPECIFIC   4.0.   Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations delived from words or phrases in other languages (e.g., lb., o.g., etc.).  SPECIFIC   4.0.   Recognize and use appropriately symbols related to grade-level content or common in everyday life, including abbreviations delived from words or phrases in other languages (e.g., lb., o.g., etc.).  SPECIFIC   4.c.   Recognize and use appropriately symbols related to grade-level content or common in everyday life, including abbreviations with multiple meanings (e.g., parentheses in mathematics and in writing, *to measure angles and lamperature).  SPECIFIC   4.c.   Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, *to measure angles and lamperature).  STATEMENT   Vocabulary Acquisition and Use	OF ENDURING		Knowledge of Language
DOMAIN  Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  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.  SPECIFIC NDICATOR  4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  SPECIFIC NDICATOR  4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., b., oz., etc.).  SPECIFIC NDICATOR  4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, *to measure angles and temperature).  DOMAIN  Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, adultion, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition), (See grade 5 Reading Liberature Standard 4 and Reading Information), (See grade 5 Reading Liberature Standard 4 and Reading Information), (See grade 5 Reading Liberature Standard 4 and Reading Information, (See grade 5 Reading Liberature Standard 4 and Reading Information), (See grade 5 Reading Liberature Standard 4 and Reading Information, (See grade 5 Reading Liberature Standard 4 and Reading Information).  UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44  Rhode Island World-Class Standards  Language Arts  Grade 5 - Adopted 2021  DOMAIN  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Key Ideas and Details  Key Ideas and Details  Road closely to determine what a text states explicitly and to make logical inferences from it cite specific textual	GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC 1.2.    SPECIFIC 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.    SPECIFIC 1.2.    SPECIFIC 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  SPECIFIC 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  SPECIFIC 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, *to measure angles and temperature).  SPECIFIC 5.    SPECIFIC 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, *to measure angles and temperature).  STATEMENT OF ENDURING KNOWLEDGE 5.    Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on stengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44  Rhode Island World-Class Standards Language Arts Grade 5 - Adopted: 2021  DOMAIN College and Career Readiness Anchor Standards for Reading 1.    Key Ideas and Details 6.    Key Ideas and Details 1.    Read closely to determine what a text states explicitly and to make logical inferences from it cite specific textual		3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
GSE STEM 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade steading and content, choosing flexibly from a range of strategies.  SPECIFIC 1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. INDICATOR  SPECIFIC 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., ib., oz., etc.).  SPECIFIC 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, "to measure angles and temperature).  SPECIFIC 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, "to measure angles and temperature).  STATEMENT OF ENDURING KNOWLEDGE  6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on stengthening writing and presentations by applying knowledge of vocabulary)  LINIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44  Rhode Island World-Class Standards  Language Arts  Grade 5 - Adopted: 2021  DOMAIN  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Key Ideas and Details  Rowell Class Standards inferences from it, cite specific textual	DOMAIN		Grade 5 Language Standards [L]
S reading and content, choosing flexibly from a range of strategies.    SPECIFIC   NDICATOR	OF ENDURING		Vocabulary Acquisition and Use
INDICATOR  SPECIFIC INDICATOR  4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., o2., etc.).  SPECIFIC INDICATOR  4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, "to measure angles and temperature).  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44  Rhode Island World-Class Standards  Language Arts  Grade 5 - Adopted: 2021  DOMAIN  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Key Ideas and Details  Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual	GSE STEM	4	
INDICATOR  abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, * to measure angles and temperature).  DOMAIN  Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition), (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44  Rhode Island World-Class Standards  Language Arts  Grade 5 - Adopted: 2021  DOMAIN  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Key Ideas and Details  Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual		4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
INDICATOR symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).  DOMAIN  Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition), (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44  Rhode Island World-Class Standards  Language Arts  Grade 5 - Adopted: 2021  DOMAIN  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Key Ideas and Details  Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual		4.d.	
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44  Rhode Island World-Class Standards Language Arts Grade 5 - Adopted: 2021  DOMAIN  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Key Ideas and Details  Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual		4.e.	symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and
GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44  Rhode Island World-Class Standards  Language Arts  Grade 5 - Adopted: 2021  DOMAIN  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Key Ideas and Details  Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual	DOMAIN		Grade 5 Language Standards [L]
those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44  Rhode Island World-Class Standards  Language Arts  Grade 5 - Adopted: 2021  DOMAIN  College and Career Readiness Anchor Standards for Reading  Key Ideas and Details  Key Ideas and Details  Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual	OF ENDURING		Vocabulary Acquisition and Use
Rho de Island World-Class Standards Language Arts Grade 5 - Adopted: 2021  DOMAIN College and Career Readiness Anchor Standards for Reading  STATEMENT OF ENDURING KNOWLEDGE  Key Ideas and Details  GSE STEM 1 Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual	GSE STEM	6	those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard
Language Arts Grade 5 - Adopted: 2021  DOMAIN College and Career Readiness Anchor Standards for Reading  STATEMENT OF ENDURING KNOWLEDGE  Key Ideas and Details  GSE STEM 1 Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual			UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
STATEMENT OF ENDURING KNOWLEDGE  Key Ideas and Details  Key Ideas and Details  Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual			Language Arts
GSE STEM 1 Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual	DOMAIN		College and Career Readiness Anchor Standards for Reading
	OF ENDURING		Key Ideas and Details
	GSE STEM	1	

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GSE STEM

GSE STEM

2

3

and ideas.

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
DOMAIN  STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Language  Conventions of Standard English
STATEMENT OF ENDURING	1	
STATEMENT OF ENDURING KNOWLEDGE	1 2	Conventions of Standard English
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ST AT EMENT OF ENDURING KNOWLEDGE  GSE STEM  GSE STEM		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  GSE STEM  DOMAIN  STATEMENT OF ENDURING		Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  GSE STEM  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE	2	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices
ST AT EMENT OF ENDURING KNOWLEDGE  GSE STEM  DOMAIN  ST AT EMENT OF ENDURING KNOWLEDGE  GSE STEM	2	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  College and Career Readiness Anchor Standards for Language  Knowledge of Language  Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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 a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
SPECIFIC INDICATOR	6	Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
SPECIFIC INDICATOR	3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

SPECIFIC INDICATOR

Sentence Structure and Meaning

INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SPECIFIC INDICATOR	3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

#### Rho de Island World-Class Standards Language Arts

Grade 5 - Adopted: 2021

#### **DOMAIN**

## College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.

DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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 a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
SPECIFIC INDICATOR	6	Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
SPECIFIC INDICATOR	3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language

GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SPECIFIC INDICATOR	3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

## Rhode Island World-Class Standards Language Arts

Grade 5 - Adopted: 2021

## DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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 a text.
DOMAIN		Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
SPECIFIC INDICATOR	6	Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
SPECIFIC INDICATOR	3.e.	Provide a sense of closure appropriate to the narrated experiences or events.

DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SPECIFIC INDICATOR	3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

#### DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

## DOMAIN Grade 5 Language Standards [L]

**DOMAIN** 

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

# Rhode Island World-Class Standards Language Arts Grade 5 - Adopted: 2021

College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]

GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.

GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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 outlearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on remarks of others.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak cle at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING		Conventions of Standard English

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

 ${\bf 4}$  on strengthening writing and presentations by applying knowledge of vocabulary.)

## Rhode Island World-Class Standards Language Arts

Grade 5 - Adopted: 2021

DOMAIN	College and Career Readiness Anchor Standards for Reading
STATEMENT	Key Ideas and Details

**Production and Distribution of Writing** 

STATEMENT OF ENDURING KNOWLEDGE

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.

DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
	4.a.	Read grade-level text with purpose and understanding.

INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT		Production and Distribution of Writing
OF ENDURING KNOWLEDGE		
OF ENDURING	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	<b>5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
OF ENDURING KNOWLEDGE		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR	5.a.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).  Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in
GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING	5.a.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).  Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR	5.a.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).  Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).  Grade 5 Writing Standards [W]
GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE	5.a. 5.b.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).  Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).  Grade 5 Writing Standards [W]  Production and Distribution of Writing  Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two
GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM	5.a. 5.b.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).  Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).  Grade 5 Writing Standards [W]  Production and Distribution of Writing  Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one of more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

### DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

## DOMAIN Grade 5 Language Standards [L]

**DOMAIN** 

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

# Rho de Island World-Class Standards Language Arts

Grade 5 - Adopted: 2021

### DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:
SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]

GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
		Grade 5 Reading Standards for Informational Text [RI]
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for informational Fext [Ri]
OF ENDURING		Range of Reading and Level of Text Complexity
OF ENDURING KNOWLEDGE	10	
OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC	10	Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend informational texts, including history/social studies, science,
GSE STEM  SPECIFIC INDICATOR	10	Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
GSE STEM  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING	10	Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.  Grade 5 Reading Standards
OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE	10	Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.  Grade 5 Reading Standards  Grade 5 Reading Standards for Foundational Skills [RF]
OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC		Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.  Grade 5 Reading Standards  Grade 5 Reading Standards for Foundational Skills [RF]
OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR	4	Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.  Grade 5 Reading Standards  Grade 5 Reading Standards for Foundational Skills [RF]  Fluency  Read with sufficient accuracy and fluency to support comprehension.

DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.

GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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 outlearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on remarks of others.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak cle at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING		Conventions of Standard English

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Language Standards [L]  Vocabulary Acquisition and Use
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE	<b>4</b> 4.a.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STATEMENT OF ENDURING KNOWLEDGE GSE STEM		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.
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  SPECIFIC	4.a.	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 (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR  SPECIFIC SPECIFIC	4.a. 4.d. 4.e.	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 (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR  SPECIFIC INDICATOR	4.a. 4.d. 4.e.	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 (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

4 on strengthening writing and presentations by applying knowledge of vocabulary.)

## Rhode Island World-Class Standards Language Arts

		Grade 5 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

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

GSE STEM

purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.

INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Word Usage
INDICATOR	1.d.	Form and use perfect verb tenses.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rhode Island World-Class Standards
		Language Arts
		Grade 5 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]

GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
005 07514		Fluency
GSE STEM		,
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC	<b>4</b> 4.a.	
SPECIFIC INDICATOR		Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC INDICATOR INDICATOR	4.a.	Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.
SPECIFIC INDICATOR  INDICATOR  INDICATOR	4.a.	Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SPECIFIC INDICATOR  INDICATOR  INDICATOR  DOMAIN  STATEMENT OF ENDURING	4.a.	Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]
SPECIFIC INDICATOR  INDICATOR  INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE	4.a. 4.c.	Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]  Text Types and Purposes

SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Word Usage
INDICATOR	1.d.	Form and use perfect verb tenses.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110
		Rhode Island World-Class Standards
		Language Arts
		Grade 5 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading

Range of Reading and Level of Text Complexity

STATEMENT OF ENDURING KNOWLEDGE

GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing

GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.a.	Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Word Usage
INDICATOR	1.d.	Form and use perfect verb tenses.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122
		Rhode Island World-Class Standards
		Language Arts
		Grade 5 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the

GSE STEM

9

approaches the authors take.

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Writing  Research to Build and Present Knowledge
STATEMENT OF ENDURING	7	
STATEMENT OF ENDURING KNOWLEDGE	7	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects based on focused questions, demonstrating
ST AT EMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge  Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  When conducting research, gather relevant information from multiple print and digital sources, assess the credibility
ST AT EMENT OF ENDURING KNOWLEDGE  GSE STEM  GSE STEM	8	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
ST AT EMENT OF ENDURING KNOWLEDGE  GSE STEM  GSE STEM	8	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  GSE STEM  DOMAIN  STATEMENT OF ENDURING	8	Research to Build and Present Knowledge  Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.  College and Career Readiness Anchor Standards for Writing
ST AT EMENT OF ENDURING KNOWLEDGE  GSE STEM  GSE STEM  DOMAIN  ST AT EMENT OF ENDURING KNOWLEDGE	9	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.  College and Career Readiness Anchor Standards for Writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
SPECIFIC		
INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text
	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text  Grade 5 Reading Standards
	2	
DOMAIN STATEMENT OF ENDURING	2	Grade 5 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2	Grade 5 Reading Standards  Grade 5 Reading Standards for Informational Text [RI]  Craft and Structure
DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC		Grade 5 Reading Standards for Informational Text [RI]  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  SPECIFIC	4	Grade 5 Reading Standards for Informational Text [RI]  Craft and Structure  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)  Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution)

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]			
GSE STEM		Integration of Knowledge and Ideas			
SPECIFIC INDICATOR	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).			
DOMAIN		Grade 5 Reading Standards			
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]			
GSE STEM		Range of Reading and Level of Text Complexity			
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.			
DOMAIN		Grade 5 Reading Standards			
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]			
GSE STEM		Fluency			
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.			
INDICATOR	4.a.	Read grade-level text with purpose and understanding.			
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
DOMAIN		Grade 5 Writing Standards [W]			
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes			
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
DOMAIN		Grade 5 Writing Standards [W]			
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing			
GSE STEM	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.)			

DOMAIN		Grade 5 Writing Standards [W]			
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing			
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).			
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).			
DOMAIN		Grade 5 Writing Standards [W]			
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing			
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.			
DOMAIN		Grade 5 Writing Standards [W]			
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge			
GSE STEM	7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			
GSE STEM	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.			
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.			
DOMAIN		Grade 5 Writing Standards [W]			
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing			
GSE STEM	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.			
DOMAIN		Grade 5 Speaking and Listening Standards [SL]			
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration			
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
DOMAIN		Grade 5 Language Standards [L]			

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English				
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)				
SPECIFIC INDICATOR		Sentence Structure and Meaning				
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.				
DOMAIN		Grade 5 Language Standards [L]				
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English				
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.				
DOMAIN		Grade 5 Language Standards [L]				
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language				
KNOWLLDGL						
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
	<b>3</b>	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.				
GSE STEM  SPECIFIC						
SPECIFIC INDICATOR		Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.				
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING		Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Grade 5 Language Standards [L]				
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Grade 5 Language Standards [L]  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade				
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC	3.a. 4	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Grade 5 Language Standards [L]  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.				
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR	3.a. 4	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Grade 5 Language Standards [L]  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 (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.				

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

**Production and Distribution of Writing** 

STATEMENT OF ENDURING KNOWLEDGE

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.			
DOMAIN		College and Career Readiness Anchor Standards for Writing			
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge			
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.			
DOMAIN		College and Career Readiness Anchor Standards for Writing			
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing			
GSE STEM	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.			
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening			
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration			
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
DOMAIN		College and Career Readiness Anchor Standards for Language			
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language			
GSE STEM	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.			
DOMAIN		College and Career Readiness Anchor Standards for Language			
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use			
GSE STEM	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.			

GSE STEM	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.		
DOMAIN		Grade 5 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]		
GSE STEM		Key Ideas and Details		
SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)		
SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.		
DOMAIN		Grade 5 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]		
GSE STEM		Craft and Structure		
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)		
SPECIFIC INDICATOR	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.		
SPECIFIC INDICATOR	6	Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.		
DOMAIN		Grade 5 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]		
GSE STEM		Integration of Knowledge and Ideas		
SPECIFIC INDICATOR	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).		
DOMAIN		Grade 5 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]		
GSE STEM		Range of Reading and Level of Text Complexity		
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.		
DOMAIN		Grade 5 Reading Standards		

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]			
GSE STEM		Fluency			
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.			
INDICATOR	4.a.	Read grade-level text with purpose and understanding.			
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
DOMAIN		Grade 5 Writing Standards [W]			
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes			
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.			
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.			
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.			
DOMAIN		Grade 5 Writing Standards [W]			
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing			
GSE STEM	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.)			
DOMAIN		Grade 5 Writing Standards [W]			
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing			
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).			
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).			
DOMAIN		Grade 5 Writing Standards [W]			
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing			

STATEMENT OF ENDURING KNOWLEDGE  Research to Build and Present Knowledge  GSE STEM 7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  GSE STEM 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.  GSE STEM 9 Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.  DOMAIN Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  ON 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 discipline-specific tasks, purposes, and audiences.  DOMAIN Grade 5 Speaking and Listening Standards [SL]  STATEMENT OF ENDURING KNOWLEDGE  Comprehension and Collaboration  Comprehension and Collaboration  Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  Conventions of Standard English  NOWLEDGE  GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  SPECIFIC INDICATOR 1b. Recognize and correct inappropriate shifts in verb terse.			
STATEMENT OF ENDURING KNOWLEDGE  Research to Build and Present Knowledge  GSE STEM 7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  GSE STEM 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.  GSE STEM 9 Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.  DOMAIN Grade 5 Writing Standards [W]  STATEMENT OF ENDURING AND	GSE STEM	6	interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two
OF ENDRING KNOWLEDGE  GSE STEM 7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  GSE STEM 8 Recall relevant information from expenences or garber relevant information from print and digital sources; summarize or paraphrase information in notes and limished work, and provide a list of sources.  GSE STEM 9 Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.  DOMAIN Grade 5 Writing Standards [W]  STATEMENT OF ENDRING KNOWLEDGE  GSE STEM 10 Writing variety of the standards (SE)  DOMAIN Grade 5 Speaking and Listening Standards (SE)  STATEMENT OF ENDRING KNOWLEDGE  Comprehension and Collaboration  Grade 5 Speaking and Listening Standards (SE)  STATEMENT OF ENDRING KNOWLEDGE  GSE STEM 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Grade 5 Language Standards (L)  STATEMENT OF ENDRING KNOWLEDGE  GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 on strengthening writing and presentations by applying knowledge of conventions)  SPECIFIC INDICATOR  1.b. Recognize and correct inappropriate shifts in werb tense.  DOMAIN Grade 5 Language Standards (L)  STATEMENT OF ENDURING KNOWLEDGE  Conventions of Standard English  Grade 5 Language Standards (L)  STATEMENT OF ENDURING Conventions of Standard English capitalization, punctuation, and	DOMAIN		Grade 5 Writing Standards [W]
aspects of a topic.  GSE STEM 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.  GSE STEM 9 Draw evidence from literary or informational texts is support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING Road of Writing Or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  DOMAIN Grade 5 Speaking and Listening Standards [SL]  STATEMENT Comprehension and Collaboration  Grade 5 Speaking and Listening Standards [SL]  STATEMENT OF ENDURING ROAD OF STANDARD PROPERTY OF ENDURING ROAD PROPERTY OF THE PROPERTY OF TH	OF ENDURING		Research to Build and Present Knowledge
or paraphrase information in notes and finished work, and provide a list of sources.  GSE STEM 9 Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.  DOMAIN Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  SESTEM 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.  DOMAIN Grade 5 Speaking and Listening Standards [SL]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quarritetively, and orally.  DOMAIN Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by sping knowledge of conventions.)  SPECIFIC INDICATOR 1.b. Recognize and correct inappropriate shifts in verb tense.  DOMAIN Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	GSE STEM	7	
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STATEMENT OF ENDURING KNOWLEDGE  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.  DOMAIN Grade 5 Speaking and Listening Standards [SL]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  DOMAIN Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  SPECIFIC INDICATOR 1b. Recognize and correct inappropriate shifts in verb tense.  Conventions of Standard English  DOMAIN Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	GSE STEM	9	
GSE STEM 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.  DOMAIN Grade 5 Speaking and Listening Standards [SL]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  DOMAIN Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  SPECIFIC INDICATOR 1b. Recognize and correct inappropriate shifts in verb tense.  DOMAIN Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  Conventions of Standard English	DOMAIN		Grade 5 Writing Standards [W]
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GSE STEM 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  DOMAIN Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  SPECIFIC INDICATOR 1.b. Recognize and correct inappropriate shifts in verb tense.  DOMAIN Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	DOMAIN		Grade 5 Speaking and Listening Standards [SL]
quantitatively, and orally.  Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  SPECIFIC INDICATOR  1b. Recognize and correct inappropriate shifts in verb tense.  DOMAIN Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	OF ENDURING		Comprehension and Collaboration
STATEMENT OF ENDURING KNOWLEDGE  1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  SPECIFIC INDICATOR  1.b. Recognize and correct inappropriate shifts in verb tense.  DOMAIN Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	GSE STEM	2	
OF ENDURING KNOWLEDGE  GSE STEM  1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  SPECIFIC INDICATOR  INDICATOR  1.b. Recognize and correct inappropriate shifts in verb tense.  DOMAIN  Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	DOMAIN		Grade 5 Language Standards [L]
speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)  SPECIFIC INDICATOR  Sentence Structure and Meaning  INDICATOR  1.b. Recognize and correct inappropriate shifts in verb tense.  DOMAIN  Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	OF ENDURING		Conventions of Standard English
INDICATOR  1.b. Recognize and correct inappropriate shifts in verb tense.  DOMAIN  Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  Conventions of Standard English  GSE STEM  Demonstrate command of the conventions of standard English capitalization, punctuation, and	GSE STEM	1	speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by
DOMAIN  Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  2 Demonstrate command of the conventions of standard English capitalization, punctuation, and			Sentence Structure and Meaning
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
OF ENDURING KNOWLEDGE  GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	DOMAIN		Grade 5 Language Standards [L]
	OF ENDURING		Conventions of Standard English
	GSE STEM	2	

SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.			
DOMAIN		Grade 5 Language Standards [L]			
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language			
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
DOMAIN		Grade 5 Language Standards [L]			
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use			
GSE STEM	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.			
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.			
DOMAIN		Grade 5 Language Standards [L]			
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use			
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)			
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138			
		Rhode Island World-Class Standards  Language Arts			
DOMAIN		Grade 5 - Adopted: 2021  College and Career Readiness Anchor Standards for Reading			
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details			
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.			
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
DOMAIN		College and Career Readiness Anchor Standards for Reading			
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure			

GSE STEM	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.			
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.			
DOMAIN		College and Career Readiness Anchor Standards for Reading			
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas			
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
GSE STEM	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.			
DOMAIN		College and Career Readiness Anchor Standards for Reading			
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity			
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.			
DOMAIN		College and Career Readiness Anchor Standards for Writing			
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes			
GSE STEM	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.			
DOMAIN		College and Career Readiness Anchor Standards for Writing			
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing			
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.			
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.			
DOMAIN		College and Career Readiness Anchor Standards for Writing			
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge			
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			

GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.

DOMAIN	Grade 5	Reading	Standards

DOMAIN

Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
SPECIFIC INDICATOR	6	Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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.
SPECIFIC INDICATOR	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).
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one of more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

#### DOMAIN Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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

### Rhode Island World-Class Standards Language Arts

Grade 5 - Adopted: 2021

#### DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

#### DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.

DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.

DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration

GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includ those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 or applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rho de Island World-Class Standards
		Language Arts  Grade 5 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as was in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibilit and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SPECIFIC INDICATOR	2.e.	Provide a concluding statement or section related to the information or explanation presented.
DOMAIN		Grade 5 Writing Standards [W]
		ÿ
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
OF ENDURING	4	
OF ENDURING KNOWLEDGE	4	Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
OF ENDURING KNOWLEDGE GSE STEM	4	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.)

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarized or paraphrase information in notes and finished work, and provide a list of sources.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.

DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Language Standards [L]  Vocabulary Acquisition and Use
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE	<b>4</b> 4.d.	Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		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.  Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  SPECIFIC	4.d.	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.  Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR	4.d.	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.  Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).

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4 on strengthening writing and presentations by applying knowledge of vocabulary.)

moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard

Rhode Island World-Class Standards
Language Arts
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College and Career Readiness Anchor Standards for Reading

**DOMAIN** 

STATEMENT OF ENDURING KNOWLEDGE	Integration of Knowledge and Ideas
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GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as was in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and we structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT		Vocabulary Acquisition and Use

GSE STEM	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.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.

DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2 2.f.	
SPECIFIC		spelling when writing.
SPECIFIC INDICATOR		Spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING		Spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Grade 5 Language Standards [L]
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE	2.f.	Spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.  Grade 5 Language Standards [L]  Knowledge of Language
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC	2.f.	Spell grade-appropriate words correctly, consulting references as needed.  Grade 5 Language Standards [L]  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.  Grade 5 Language Standards [L]  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.

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DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.

**Production and Distribution of Writing** 

STATEMENT OF ENDURING KNOWLEDGE

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution of events, to present information in a text.
SPECIFIC INDICATOR	6	Analyze multiple accounts of the same event or topic, noting important similarities and differences among the point of view they represent.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	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).
SPECIFIC INDICATOR	9	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]

## DOMAIN Grade 5 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English

SPECIFIC 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. INDICATOR  SPECIFIC 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  SPECIFIC 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on			
DOMAIN  Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 2 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SPECIFIC 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  NDICATOR  Oracle 5 Language Standards [L]  Vocabulary Acquisition and Use OF ENDURING KNOWLEDGE  GSE STEM 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad 5 reading and content, choosing flexibly from a range of strategies.  SPECIFIC 4.a. Use context (e.g., cause/effect relationships and companisons in text) as a clue to the meaning of a word or phrase. INDICATOR  SPECIFIC 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in online languages (e.g., b., o.z., etc.).  SPECIFIC 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, * to measure angles and temperature).  DOMAIN Grade 5 Language Standards [L]  Vocabulary Acquisition and Use  GRADE 5 Language Standards [L]  Vocabulary Acquisition and Use  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addison, and other logical relationships (e.g., hoxever, although, nevertheless, similarly, moreover, in addition), (see grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Winting Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194	GSE STEM	2	
STATEMENT OF ENDURING KNOWLEDGE  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SPECIFIC 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  INDICATOR  OGAIN  Grade 5 Language Standards [L]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad 5 reading and content, choosing flexibly from a range of strategies.  SPECIFIC 1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  INDICATOR  SPECIFIC 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  SPECIFIC 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, "to measure angles and temperature).  DOMAIN  Grade 5 Language Standards [L]  Vocabulary Acquisition and Use  GSE STEM  6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including hose that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition), (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 4 on Steengthering writing and presentations by applying knowledge of vocabulary.)  UNIT 8:FORMAL ESSAY MODELS Week 20 Page 177-194		2.f.	Spell grade-appropriate words correctly, consulting references as needed.
GESTEM  3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.  SPECIFIC 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  INDICATOR  OMAIN  Grade 5 Language Standards [L]  Vocabulary Acquisition and Use  GESTEM  4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad S reading and content, choosing flexibly from a range of strategies.  SPECIFIC 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. INDICATOR  SPECIFIC 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  SPECIFIC 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, "to measure angles and temperature).  DOMAIN Grade 5 Language Standard's [L]  Vocabulary Acquisition and Use  GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition), (See grade 5 Reading Literature Standard 4 and Reading Informational Taxt Standard 4 on applying knowledge of vocabulary) to reading; see grade 5 Wining Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary).	DOMAIN		Grade 5 Language Standards [L]
SPECIFIC 1.0 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad 5 reading and content, choosing flexibly from a range of strategies.  SPECIFIC 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. INDICATOR  SPECIFIC 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including INDICATOR  SPECIFIC 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including INDICATOR  SPECIFIC 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, "to measure angles and temperature).  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including applying knowledge of vocabulary to reading; see grade 5 Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194	OF ENDURING		Knowledge of Language
DOMAIN   Grade 5 Language Standards [L]	GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STATEMENT OF ENDURING KNOWLEDGE  4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad 5 reading and content, choosing flexibly from a range of strategies.  SPECIFIC INDICATOR  4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  SPECIFIC INDICATOR  4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, includin abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  SPECIFIC  4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, *to measure angles and temperature).  DOMAIN  Grade 5 Language Standards [L]  Vocabulary Acquisition and Use  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and addition) from the propers of t		3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
GSE STEM 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad 5 reading and content, choosing flexibly from a range of strategies.  SPECIFIC 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. INDICATOR  SPECIFIC 4.d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, includin abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  SPECIFIC 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, *to measure angles and temperature).  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 and Reading Informational Text Standard 4 and Reading understand 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194	DOMAIN		Grade 5 Language Standards [L]
SPECIFIC   4.a.   Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	OF ENDURING		Vocabulary Acquisition and Use
SPECIFIC 1. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  SPECIFIC 1. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, one measure angles and temperature).  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194	GSE STEM	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.
abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).  SPECIFIC INDICATOR  4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, * to measure angles and temperature).  STATEMENT OF ENDURING KNOWLEDGE  6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194		4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).    DOMAIN   Grade 5 Language Standards [L]		4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194		4.e.	symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and
GSE STEM  6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194	DOMAIN		Grade 5 Language Standards [L]
those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)  UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194	OF ENDURING		Vocabulary Acquisition and Use
	GSE STEM	6	moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard
Rhode Island World-Class Standards			UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194
			Rhode Island World-Class Standards

# Language Arts

Grade **5** - Adopted: **2021** 

#### DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual

evidence when writing or speaking to support conclusions drawn from a text.

GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as we as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
SPECIFIC INDICATOR	6	Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
INDICATOR		and evidence support which point(s).
SPECIFIC INDICATOR	9	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
SPECIFIC	9	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the
SPECIFIC INDICATOR	9	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING	9	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  Grade 5 Reading Standards
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE	9	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  Grade 5 Reading Standards  Grade 5 Reading Standards for Informational Text [RI]
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC		Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  Grade 5 Reading Standards  Grade 5 Reading Standards for Informational Text [RI]  Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend informational texts, including history/social studies, science,
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR		Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  Grade 5 Reading Standards  Grade 5 Reading Standards for Informational Text [RI]  Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING		Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  Grade 5 Reading Standards  Grade 5 Reading Standards for Informational Text [RI]  Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.  Grade 5 Reading Standards
SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE		Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  Grade 5 Reading Standards  Grade 5 Reading Standards for Informational Text [RI]  Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.  Grade 5 Reading Standards  Grade 5 Reading Standards for Foundational Skills [RF]

INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT		Production and Distribution of Writing
OF ENDURING KNOWLEDGE		• • • • • • • • • • • • • • • • • • •
OF ENDURING	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	<b>5</b> 5.a.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
OF ENDURING KNOWLEDGE		Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and
GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR	5.a.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).  Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in
GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING	5.a.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).  Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR	5.a.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).  Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).  Grade 5 Writing Standards [W]
GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE	5.a. 5.b.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).  Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).  Grade 5 Writing Standards [W]  Production and Distribution of Writing  Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two
GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM	5.a. 5.b.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).  Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).  Grade 5 Writing Standards [W]  Production and Distribution of Writing  Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

GSE STEM	7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216
		Rho de Island World-Class Standards Language Arts
		Grade 5 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

## DOMAIN College and Career Readiness Anchor Standards for Reading STATEMENT OF ENDURING KNOWLEDGE Craft and Structure GSE STEM 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.

GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN	College and Career	Readiness Anchor	Standards for Writing

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STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)
SPECIFIC INDICATOR	2	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.
DOMAIN		Grade 5 Reading Standards

INDICATOR	STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
INDICATOR  topic or subject area. (See grade 5 Language Standards 4-6 on applying knowledge of vocabulary to reading.)  SPECIFIC INDICATOR  Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.  Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.  Grade 5 Reading Standards  STATEMENT OF ENDURNO (MONUMEDOE)  RESPECIFIC  SESTEM  Integration of Knowledge and Ideas  SPECIFIC  SPECIFIC  SPECIFIC  Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  SPECIFIC  Grade 5 Reading Standards  STATEMENT  Grade 5 Reading Standards  Grade 5 Reading Standards  STATEMENT  Grade 5 Reading Standards  Grade 5 Reading Standards  STATEMENT  Grade 5 Reading Standards  Grade 5 Reading Standards  STATEMENT  Grade 5 Reading Standards for informational Text [RI]  MILITARY  Grade 5 Reading Standards  STATEMENT  Grade 5 Reading Standards for Informational Text [RI]  MILITARY  Grade 5 Reading Standards for Informational Text [RI]  MILITARY  Grade 5 Reading Standards for Informational Text [RI]  MILITARY  Grade 5 Reading Standards for Informational Skills [RF]  MILITARY  Grade 5 Reading Standards  MILITARY  Grade 5 Reading Standards  Grade 5 Reading Standards for Foundational Skills [RF]  MILITARY  Grade 5 Reading Standards for Foundational Skills [RF]  MILITARY  Grade 5 Reading Standards for Foundational Skills [RF]  MILITARY  Grade 5 Reading Standards for Foundational Skills [RF]  MILITARY  Grade 5 Reading Standards [W]  Text Types and Purposes	GSE STEM		Craft and Structure
INDICATOR  of events, to present information in a text.  SPECIFIC INDICATOR  6 Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.  STATEMENT OF ENDURING KNOWLEDGE  STATEMENT OF ENDURING KNOWLEDGE  Gade 5 Reading Standards for Informational Text [RI]  KNOWLEDGE  SPECIFIC BLOOK Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.  STATEMENT OF ENDURING ROOK Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.  SPECIFIC BLOOK Analyze multiple accounts of the same event or topic in order to write or speak knowledgeably which pressons and evidence to support particular points in a text, identifying which reasons and evidence to support particular points in a text, identifying which reasons and evidence to support particular points in a text, identifying which reasons and evidence to support particular points in a text, identifying which reasons and evidence to support particular points in a text, identifying which reasons and evidence to support particular points in a text, identifying which reasons and evidence to support to write or speak knowledgeably about the subject.  SPECIFIC  ROBORAN  Grade 5 Reading Standards for Informational Text [RI]  RoboRATOR  Grade 5 Reading Standards for Foundational Skills [RF]  RoboRATOR  4 Read with sufficient accuracy and fluency to support comprehension.  ROBORATOR  4. Read grade-level but with purpose and understanding, rereading as necessary.  SPECIFIC  ROBORAN  Grade 5 Writing Standards [W]  Text Types and Purposes	SPECIFIC INDICATOR	4	
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Grade 5 Reading Standards for Informational Text [RI]  Integration of Knowledge and Ideas  SPECIFIC  SPECIFIC  Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  Grade 5 Reading Standards  Grade 5 Reading Standards  Grade 5 Reading Standards  Grade 5 Reading Standards for Informational Text [RI]  Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.  Grade 5 Reading Standards  Grade 5 Reading Standards for Foundational Skills [RF]  Fluency  SPECIFIC  INDICATOR  4.a. Read with sufficient accuracy and fluency to support comprehension.  INDICATOR  4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  COMAIN  Grade 5 Writing Standards [W]  Text Types and Purposes	SPECIFIC INDICATOR	6	
OF ENDURING KNOWLEDGE  GSE STEM  Integration of Knowledge and Ideas  Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  SPECIFIC 10 Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  Grade 5 Reading Standards  Grade 5 Reading Standards  Grade 5 Reading Standards for Informational Text [RI]  OF ENDURING KNOWLEDGE  GRESTEM  Range of Reading and Level of Text Complexity  Independently and proficiently read and comprehend informational lexts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.  Grade 5 Reading Standards  Grade 5 Reading Standards  Grade 5 Reading Standards  Grade 5 Reading Standards for Foundational Skills [RF]  GRESTEM  Fluency  SPECIFIC 10 Read with sufficient accuracy and fluency to support comprehension.  INDICATOR 4.a. Read grade-level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  DOMAIN Grade 5 Writing Standards [W]  Text Types and Purposes	DOMAIN		Grade 5 Reading Standards
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INDICATOR and evidence support which point(s).  SPECIFIC (NDICATOR)  9 Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.  SPECIFIC (STATEMENT OF ENDURING KNOWLEDGE)  GRADE 5 Reading Standards for Informational Text [RI]  Grade 5 Reading Standards for Informational Text [RI]  Range of Reading and Level of Text Complexity  SPECIFIC (INDICATOR)  10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.  STATEMENT OF ENDURING KNOWLEDGE  GRES STEM   Fluency  SPECIFIC (INDICATOR)  Fluency  SPECIFIC (INDICATOR)  4.a. Read grade-level text with purpose and understanding.  INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  DOMAIN Grade 5 Writing Standards [W]  Text Types and Purposes  KNOWLEDGE	GSE STEM		Integration of Knowledge and Ideas
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Grade 5 Reading Standards for Informational Text [RI]  Grade 5 Reading and Level of Text Complexity  SPECIFIC 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.  STATEMENT OF ENDURING KNOWLEDGE  GRESTEM Fluency  SPECIFIC 10 Read with sufficient accuracy and fluency to support comprehension.  INDICATOR 4.a. Read grade-level text with purpose and understanding.  INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  DOMAIN Grade 5 Writing Standards [W]  Text Types and Purposes	SPECIFIC INDICATOR	9	
GSE STEM Range of Reading and Level of Text Complexity  SPECIFIC 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5.  DOMAIN Grade 5 Reading Standards  STATEMENT OF ENDURING KNOWLEDGE Fluency  Fluency  Fluency  Read with sufficient accuracy and fluency to support comprehension.  INDICATOR 4.a. Read grade-level text with purpose and understanding.  Text Types and Purposes  KNOWLEDGE Text Types and Purposes  Text Types and Purposes	DOMAIN		Grade 5 Reading Standards
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OF ENDURING KNOWLEDGE  GSE STEM  Fluency  SPECIFIC INDICATOR  4.a. Read grade-level text with purpose and understanding.  INDICATOR  4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  OOMAIN  Grade 5 Writing Standards [W]  Text Types and Purposes  KNOWLEDGE	DOMAIN		Grade 5 Reading Standards
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INDICATOR  4.a. Read grade-level text with purpose and understanding.  INDICATOR  4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  OOMAIN  Grade 5 Writing Standards [W]  STATEMENT  OF ENDURING KNOWLEDGE  Text Types and Purposes	GSE STEM		Fluency
INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Text Types and Purposes	SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
OOMAIN Grade 5 Writing Standards [W]  STATEMENT Text Types and Purposes OF ENDURING KNOWLEDGE	INDICATOR	4.a.	Read grade-level text with purpose and understanding.
STATEMENT Text Types and Purposes OF ENDURING KNOWLEDGE	INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
OF ENDURING KNOWLEDGE	DOMAIN		Grade 5 Writing Standards [W]
GSE STEM 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
	GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GSE STEM	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.
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.

SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rhode Island World-Class Standards
		Language Arts
		Grade 5 - Adonted: 2021

## Grade 5 - Adopted: 2021

		Grade 5 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas

GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.

GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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 a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figuration language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
	5	language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
INDICATOR		language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)  Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular stodrama, or poem.
SPECIFIC INDICATOR  SPECIFIC	5	language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)  Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular stodrama, or poem.  Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem,
SPECIFIC INDICATOR  SPECIFIC INDICATOR	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular stodrama, or poem.  Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, drama.

DOMAIN  Grade 5 Reading Standards  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  Fluency  SPECIFIC INDICATOR  4.a. Read with sufficient accuracy and fluency to support comprehension.  INDICATOR  4.a. Read grade-level text with purpose and understanding.  INDICATOR  4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  DOMAIN  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.  SPECIFIC  3.a. Orient for reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize appropriate narrative sequence.  SPECIFIC  3.d. Use concrete words and phrases and sensory details to convey experiences or events precisely.  INDICATOR  SPECIFIC  3.e. Provide a sense of closure appropriate to the narrated experiences or events.  INDICATOR  DOMAIN  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpos audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)  DOMAIN  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing  FATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing  Production and Distribution of Writing  STATEMENT OF ENDURING KNOWLEDGE			
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM    Fluency		10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
GF ENDURING KNOWLEDGE  GSE STEM  Fluency  SPECIFIC INDICATOR  4.a. Read grade-level text with purpose and understanding.  INDICATOR  4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  DOMAIN  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  SPECIFIC 3.a. Offent the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize-appropriate narrative sequence.  SPECIFIC 3.d. Use concrete words and phrases and sensory details to convey experiences or events precisely. INDICATOR  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events precisely.  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing  Production and Distribution of Writing  Production and Distribution of Writing  Production and Distribution of Writing	DOMAIN		Grade 5 Reading Standards
SPECIFIC INDICATOR 4.a. Read with sufficient accuracy and fluency to support comprehension.  INDICATOR 4.a. Read grade-level text with purpose and understanding.  INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  DOMAIN Grade 5 Writing Standards [W]  Text Types and Purposes  Fex Enduring Knowledge  GSE STEM 3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.  SPECIFIC 3.a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize appropriate narrative sequence.  SPECIFIC 3.d. Use concrete words and phrases and sensory details to convey experiences or events precisely. INDICATOR  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  INDICATOR Production and Distribution of Writing  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing Uses are defined in Standards 1-3 above.)  DOMAIN Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing Uses are defined in Standards 1-3 above.)	OF ENDURING		Grade 5 Reading Standards for Foundational Skills [RF]
INDICATOR  A.a. Read grade-level text with purpose and understanding.  INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  DOMAIN Grade 5 Writing Standards [W]  STATEMENT FOR ENDURING KNOWLEDGE  GSE STEM 3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.  SPECIFIC 3.a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize appropriate narrative sequence.  SPECIFIC 3.d. Use concrete words and phrases and sensory details to convey experiences or events precisely.  INDICATOR  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  INDICATOR  DOMAIN Grade 5 Writing Standards [W]  STATEMENT FOR The DURING KNOWLEDGE  GSE STEM 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpos audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)  DOMAIN Grade 5 Writing Standards [W]  STATEMENT FOR THE PRODUCTION OF Writing Standards [W]  Production and Distribution of Writing  FIGURING KNOWLEDGE  Production and Distribution of Writing	GSE STEM		Fluency
INDICATOR  4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.    DOMAIN		4	Read with sufficient accuracy and fluency to support comprehension.
DOMAIN  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.  SPECIFIC 3.a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize appropriate narrative sequence.  SPECIFIC 3.d. Use concrete words and phrases and sensory details to convey experiences or events precisely.  INDICATOR  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  INDICATOR  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpos audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)  DOMAIN Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing  Production and Distribution of Writing	INDICATOR	4.a.	Read grade-level text with purpose and understanding.
STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  3	INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GSE STEM 3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.  SPECIFIC 3.a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize appropriate narrative sequence.  SPECIFIC 3.d. Use concrete words and phrases and sensory details to convey experiences or events precisely.  INDICATOR  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 1NDICATOR  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events appropriate to task, purpos audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)  DOMAIN Grade 5 Writing Standards [W]  STATEMENT OF ENDURING RNOWLEDGE	DOMAIN		Grade 5 Writing Standards [W]
techniques, descriptive details, and clear sequences.  SPECIFIC INDICATOR  3.a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize appropriate narrative sequence.  SPECIFIC INDICATOR  3.d. Use concrete words and phrases and sensory details to convey experiences or events precisely.  SPECIFIC INDICATOR  Provide a sense of closure appropriate to the narrated experiences or events.  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpos audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)  DOMAIN  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing  Production and Distribution of Writing	OF ENDURING		Text Types and Purposes
INDICATOR appropriate narrative sequence.  SPECIFIC 3.d. Use concrete words and phrases and sensory details to convey experiences or events precisely.  INDICATOR  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  DOMAIN Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpos audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)  DOMAIN Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing  Production and Distribution of Writing	GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC NDICATOR  SPECIFIC 3.e. Provide a sense of closure appropriate to the narrated experiences or events.  DOMAIN Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpos audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)  DOMAIN Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing		3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
DOMAIN  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing  GSE STEM  4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpos audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)  DOMAIN  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing		3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
STATEMENT OF ENDURING KNOWLEDGE  Produce clear and coherent writing in which the development and organization are appropriate to task, purpos audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)  DOMAIN  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing		3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
GSE STEM 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpos audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)  DOMAIN Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing	DOMAIN		Grade 5 Writing Standards [W]
audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)  DOMAIN  Grade 5 Writing Standards [W]  STATEMENT OF ENDURING KNOWLEDGE  Production and Distribution of Writing	OF ENDURING		Production and Distribution of Writing
STATEMENT OF ENDURING KNOWLEDGE Production and Distribution of Writing	GSE STEM	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.)
OF ENDURING KNOWLEDGE	DOMAIN		Grade 5 Writing Standards [W]
GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a ne	OF ENDURING		Production and Distribution of Writing
approach.	GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and INDICATOR including grade 5).		5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC 5.b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as describe INDICATOR Language Standards 4–6 up to and including grade 5).		5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
OF ENDURING	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.
OF ENDURING KNOWLEDGE	1 1.a.	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
OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC		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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual
OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  SPECIFIC	1.a.	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR  SPECIFIC INDICATOR	1.a. 1.b.	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR  SPECIFIC INDICATOR	1.a. 1.b.	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  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.
GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR  SPECIFIC INDICATOR  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING	1.a. 1.b.	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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)  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.  Grade 5 Speaking and Listening Standards [SL]

**DOMAIN** 

Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	<b>3</b>	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.
SPECIFIC		
SPECIFIC INDICATOR  SPECIFIC	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SPECIFIC INDICATOR  SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
SPECIFIC INDICATOR  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  Grade 5 Language Standards [L]
SPECIFIC INDICATOR  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE	3.a. 3.b.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  Grade 5 Language Standards [L]  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
SPECIFIC INDICATOR  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC	3.a. 3.b.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  Grade 5 Language Standards [L]  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.
SPECIFIC INDICATOR  SPECIFIC INDICATOR  DOMAIN  STATEMENT OF ENDURING KNOWLEDGE  GSE STEM  SPECIFIC INDICATOR  SPECIFIC INDICATOR	3.a. 3.b. 4	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  Grade 5 Language Standards [L]  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 (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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		Rhode Island World-Class Standards  Language Arts  Grade 5 - Adopted: 2021
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	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 a text.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
SPECIFIC INDICATOR	6	Describe how a narrator's or speaker's point of view influences how events are described in a story, myth, poem, or drama.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards  Grade 5 Reading Standards for Foundational Skills [RF]
STATEMENT OF ENDURING		

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
SPECIFIC INDICATOR	3.d.	Use concrete words and phrases and sensory details to convey experiences or events precisely.
SPECIFIC INDICATOR	3.e.	Provide a sense of closure appropriate to the narrated experiences or events.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
DOMAIN		Grade 5 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	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.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SPECIFIC INDICATOR	1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning
INDICATOR	1.b.	Recognize and correct inappropriate shifts in verb tense.
DOMAIN		Grade 5 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.f.	Spell grade-appropriate words correctly, consulting references as needed.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SPECIFIC INDICATOR	3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	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.
SPECIFIC INDICATOR	4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., lb., oz., etc.).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Rhode Island World-Class Standards
Language Arts
Grade 5 - Adopted: 2021

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
GSE STEM	7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	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.
DOMAIN		College and Career Readiness Anchor Standards for Speaking and Listening
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

GSE STEM	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.
DOMAIN		Grade 5 Reading Standards
STATEMENT OF ENDURING KNOWLEDGE		Grade 5 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	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. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SPECIFIC INDICATOR	2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	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.)
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).
DOMAIN		Grade 5 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Range of Writing

GSE STEM	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.
DOMAIN		Grade 5 Speaking and Listening Standards [SL]
STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN		Grade 5 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)