Main Criteria: Structure and Style for Students Secondary Criteria: Tennessee Academic Standards

Subject: Language Arts

Grade: 5

## Structure and Style for Students

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

## Tennessee Academic Standards Language Arts

Grade 5 - Adopted: 2016

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

#### STRAND / STANDARD / COURSE

### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC.	Write multiple cohesive paragraphs on a topic.

#### STRAND / STANDARD / **COURSE**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7	
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.	

LEARNING	5.FL.VA.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
EXPECTATION	7a.	5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.SL.PKI. 4	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LEARNING EXPECTATION	5.SL.PKI. 6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP .3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5.W.PDW With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including

LEARNING

EXPECTATION .5

grade 5.)

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#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP K.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.

#### STRAND / STANDARD / COURSE

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING	5.W.RBP	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5

STRAND / STANDARD / COURSE

EXPECTATION K.9

#### WRITING STANDARDS

standards for reading.

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING 5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote EXPECTATION 0 writing fluency.

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

# Tennessee Academic Standards Language Arts Grade 5 - Adopted: 2016

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR 5.FL.VC. Spell grade-appropriate words correctly consulting references as needed.  4.a.  FOUNDATIONAL LITERACY STANDARDS  FOUNDATIONAL LITERACY STANDARDS  FOUNDATIONAL LITERACY STANDARDS  FOUNDATIONAL LITERACY STANDARDS  GUESTION  GUESTION  LEARNING  S.FL.F.5. Read with sufficient accuracy and fluency to support comprehension.  LEARNING  S.FL.F.5. Read with sufficient accuracy and fluency to support comprehension.  NIDICATOR  S.FL.F.5. Read grade-level text with purpose and understanding.  a.  S.FL.F.5. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.  FOUNDATIONAL LITERACY STANDARDS  STRAND / STANDARD / STAN			
FOUNDATIONAL LITERACY STANDARDS  CONCESTUAL STRAND / GUIDING QUESTION GUIDING QUESTION LEARNING EXPECTATION S.FL.F.S. Read with sufficient accuracy and fluency to support comprehension.  LEARNING EXPECTATION S.FL.F.S. Read with sufficient accuracy and fluency to support comprehension.  LEARNING EXPECTATION S.FL.F.S. Read grade-level lext with purpose and understanding. A. B. S.FL.F.S. Use comext to confirm or self-correct word recognition and understanding of words; rerued as necessary.  INDICATOR S.FL.F.S. Use comext to confirm or self-correct word recognition and understanding of words; rerued as necessary.  FOUNDATIONAL LITERACY STANDARDS  CONCESTUAL STRAND / GUIDING QUESTION / GUESTION / LEARNING EXPECTATION S.FL.S.C. Sentence Composition - Standard 6 Concestories of Standard English grammar and usage, including capitalization and punctuation, when writing with adult support.  EXPECTATION S.FL.S.C. Demonstrate command of the conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.  EXPECTATION S.FL.S.C. Recognize and correct inappropriate shifts in verb lense.  B.d.  NDICATOR S.FL.S.C. Write multiple cohesive paragraphs on a topic.  6.1  STRAND / STRAND	LEARNING EXPECT ATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
CONCEPTUAL STRAND / QUESTION  GUIDING QUESTION / ELEARNING STRAND / QUESTION  SELFS Read with sufficient accuracy and fluency to support comprehension.  LEARNING EXPECTATION  SELFS Read with sufficient accuracy and fluency to support comprehension.  SELFS Read grade-level ext with purpose and understanding.  a.  NDICATOR  SELFS. Read grade-level ext with purpose and understanding of words: reread as necessary.  FOUNDATIONAL LITERACY STANDARDS  STRAND / STANDARD / SOURCESTUAL STRAND / STANDARD / GUIDING QUESTION  LEARNING SEXPECTATION  SELES.  Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of at another English grammar and usage, including capitalization and punctuation, when writing.  NDICATOR  SELES.  Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  NDICATOR  SELES.  Write multiple cohesive paragraphs on a topic.  GLIDING QUESTION / GUESTION / GUESTION / SUDNATIONAL LITERACY STANDARDS  CONCEPTUAL STRAND / STANDARD /	INDICATOR		Spell grade-appropriate words correctly consulting references as needed.
STRAND / GUIDING QUESTION / LEARNING S.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.  LEARNING EXPECTATION S.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.  LEARNING S.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.  RDICATOR S.FL.F.5 Read grade-level text with purpose and understanding.  a.  INDICATOR S.FL.F.5 Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.  FOUNDATIONAL LITERACY STANDARDS  CONCEDTUAL STRAND / GUIDING QUESTION    GUIDING QUESTION    GUIDING QUESTION    LEARNING S.FL.SC. Sentence Composition - Standard 6  GUIDING QUESTION    LEARNING S.FL.SC. Demonstrate command of the conventions of standard English grammar and usage, including capitalization and purctuation, when writing with adult support.  DEMONSTRAND / G. S.FL.SC. Sentence Common of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage including capitalization and punctuation, when writing with adult support.  S.FL.SC. Write multiple cohesive paragraphs on a topic.  S	STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
QUESTION / LEARNING EXPECTATION	CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
INDICATOR 5.FL.F.5. Read grade-level text with purpose and understanding. a.  SFLF.5. Use context to confirm or self-correct world recognition and understanding of words: reread as necessary.  FOUNDATIONAL LITERACY STANDARDS  TRAND / STANDARD	QUESTION / LEARNING		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
a.  INDICATOR 5.FLF.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.  FOUNDATIONAL LITERACY STANDARDS  STRAND / STANDARD / STANDARD    GUIDING QUESTION / LEARNING EXPECTATION    EARNING S.FL.SC. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.  EARNING S.FL.SC. Demonstrate command of the conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  S.FL.SC. Recognize and correct inappropriate shifts in verb tense.  6.d. FOUNDATIONAL LITERACY STANDARDS  STRAND / STANDARD / STANDARD / STANDARD    FOUNDATIONAL LITERACY STANDARDS  CONCEPTUAL STRAND / STANDARD / STAND	LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATIONAL LITERACY STANDARDS  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING QUESTION   GUIDING QUESTION   GUIDING CONCEPTUAL LEARNING EXPECTATION  5.FL.SC. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.  EXAMPLIANCE S.FL.SC. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  INDICATOR 5.FL.SC. Recognize and correct inappropriate shifts in verb tense.  6.J.  FOUNDATIONAL LITERACY STANDARDS  FOUNDATIONAL LITERACY STANDARDS  CONCEPTUAL STRAND / GUIDING QUESTION / CONCEPTUAL STRAND / COURSE  CONCEPTUAL STRAND / STANDARDS  CONCEPTUAL STRAND / COURSE / CO	INDICATOR		Read grade-level text with purpose and understanding.
CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION  GUIDING GUESTION  LEARNING EXPECTATION  S-FL.SC.  Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.  LEARNING EXPECTATION  S-FL.SC.  Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  INDICATOR  S-FL.SC.  Recognize and correct inappropriate shifts in verb tense.  6.d.  FOUNDATIONAL LITERACY STANDARDS  FOUNDATIONAL LITERACY STANDARDS  FOUNDATIONAL LITERACY STANDARDS  CONCEPTUAL STRAND / STANDARD / STANDARD / GUIDING QUESTION / GUIDING QUESTION / LEARNING GUIDING COrnerstone: 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.  LEARNING S-FL.VA. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
GUIDING QUESTION  Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.  LEARNING EXPECTATION  5.FL.SC. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  INDICATOR  5.FL.SC. Recognize and correct inappropriate shifts in verb tense.  6.d.  Write multiple cohesive paragraphs on a topic.  6.j.  FOUNDATIONAL LITERACY STANDARDS  FOUNDATIONAL LITERACY STANDARDS  CONCEPTUAL STRAND / GUIDING QUESTION    GUIDING QUESTION / LEARNING EXPECTATION    Cornerstone: 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.  EXARNING  5.FL.VA. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
When speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.    LEARNING   EXPECTATION   S.F.L.SC.   Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.    INDICATOR   S.F.L.SC.   Recognize and correct inappropriate shifts in verb tense.	CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
conventions of standard English grammar and usage, including capitalization and punctuation, when writing.    INDICATOR   5.FL.SC.   Recognize and correct inappropriate shifts in verb tense.	QUESTION / LEARNING		when speaking and conventions of standard English grammar and usage, including capitalization and
INDICATOR  5.FL.SC.   6.j.  FOUNDATIONAL LITERACY STANDARDS  FOUNDATIONAL LITERACY STANDARDS  FOUNDATIONAL LITERACY STANDARDS  FL.VA.7   Vocabulary Acquisition - Standard 7  GUIDING QUESTION  GUIDING QUESTION  Cornerstone: 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.  ELEARNING  5.FL.VA. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	LEARNING EXPECT ATION		conventions of standard English grammar and usage, including capitalization and punctuation, when
FOUNDATIONAL LITERACY STANDARDS  FOUNDATIONAL LITERACY STANDARDS  FL.VA.7 Vocabulary Acquisition - Standard 7  GUIDING QUESTION  GUIDING QUESTION / LEARNING EXPECTATION  Cornerstone: 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.  5.FL.VA. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	INDICATOR		Recognize and correct inappropriate shifts in verb tense.
CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION  COrnerstone: 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.  EARNING  5.FL.VA. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	INDICATOR		Write multiple cohesive paragraphs on a topic.
STRAND / GUIDING QUESTION  GUIDING QUESTION  Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  EXPECTATION  5.FL.VA. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
QUESTION / LEARNING EXPECTATION  by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  5.FL.VA.  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade	CONCEPTUAL STRAND / GUIDING	FL.VA.7	Vocabulary Acquisition - Standard 7
	QUESTION		
	QUESTION  GUIDING QUESTION / LEARNING		by using context clues, analyzing meaningful word parts, and consulting general and specialized

INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND /		DEADING STANDARDS - INCORMATIONAL TEXT

## READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.SL.PKI. 4	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LEARNING EXPECTATION	5.SL.PKI. 6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP .3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5.W.PDW With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including

LEARNING

EXPECTATION .5

grade 5.)

STRAND /	
<b>STANDARD</b>	I
COLIBSE	

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
I FARNING	5.W.PDW	With some guidance and support from adults use technology, including the Internet to produce and publish writing

EXPECTATION .6

5.W.PDW With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

#### STRAND / STANDARD / COURSE

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING	5.W.RBP	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5

STRAND / STANDARD / COURSE

EXPECTATION K.9

#### WRITING STANDARDS

standards for reading.

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.

LEARNING EXPECTATION 0

5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

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STRAND / STANDARD / **COURSE** 

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECT ATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING		
EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR		conventions of standard English grammar and usage, including capitalization and punctuation, when
	5.FL.SC.	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.d. 5.FL.SC. 6.j.	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.
INDICATOR  INDICATOR  STRAND / STANDARD /	5.FL.SC. 6.d. 5.FL.SC. 6.j.	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.  Write multiple cohesive paragraphs on a topic.
INDICATOR  INDICATOR  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING	5.FL.SC. 6.d. 5.FL.SC. 6.j.	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.  Write multiple cohesive paragraphs on a topic.  FOUNDATIONAL LITERACY STANDARDS
INDICATOR  INDICATOR  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING	5.FL.SC. 6.d. 5.FL.SC. 6.j. FL.VA.7	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.  Write multiple cohesive paragraphs on a topic.  FOUNDATIONAL LITERACY STANDARDS  Vocabulary Acquisition - Standard 7  Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND /		DEADING STANDARDS - INCORMATIONAL TEXT

## READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.SL.PKI. 4	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LEARNING EXPECTATION	5.SL.PKI.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP .3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5.W.PDW With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including

LEARNING

EXPECTATION .5

grade 5.)

STRAND /	
<b>STANDARD</b>	I
COLIBSE	

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEADNING	E W DDW	With some guidance and support from adults use technology including the Internet to produce and publish writing

LEARNING EXPECTATION .6

5.W.PDW With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a

complete product in a single sitting as defined in W.1-3.

STRAND / STANDARD / COURSE

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9	
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.	
LEARNING	5.W.RBP	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5	

EXPECTATION K.9

standards for reading.

STRAND / STANDARD / COURSE

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.

LEARNING EXPECTATION

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5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote

writing fluency.

## UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

## Tennessee Academic Standards Language Arts Grade 5 - Adopted: 2016

STRAND / STANDARD / **COURSE** 

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECT ATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING		
EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR		conventions of standard English grammar and usage, including capitalization and punctuation, when
	5.FL.SC.	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.d. 5.FL.SC. 6.j.	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.
INDICATOR  INDICATOR  STRAND / STANDARD /	5.FL.SC. 6.d. 5.FL.SC. 6.j.	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.  Write multiple cohesive paragraphs on a topic.
INDICATOR  INDICATOR  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING	5.FL.SC. 6.d. 5.FL.SC. 6.j.	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.  Write multiple cohesive paragraphs on a topic.  FOUNDATIONAL LITERACY STANDARDS
INDICATOR  INDICATOR  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING	5.FL.SC. 6.d. 5.FL.SC. 6.j. FL.VA.7	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.  Write multiple cohesive paragraphs on a topic.  FOUNDATIONAL LITERACY STANDARDS  Vocabulary Acquisition - Standard 7  Cornerstone: 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.

IND	ICA I	IOR

5.FL.VA.7 Use context as a clue to the meaning of a word or phrase.

#### STRAND / STANDARD / **COURSE**

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.

LEARNING EXPECTATION c.

5.FL.VA.7 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,

including those that signal contrast, addition, and other logical relationships.

STRAND / STANDARD / **COURSE** 

#### **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2	
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	

LEARNING

5.RL.KID. Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.

EXPECTATION

STRAND / STANDARD / **COURSE** 

#### **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**LEARNING** 

5.RL.CS. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.

EXPECTATION 5.

STRAND / STANDARD / **COURSE** 

#### **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

LEARNING EXPECTATION	5.RL.CS. 6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RL.RRT C.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	5.SL.PKI.	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LEARNING EXPECTATION	5.SL.PKI. 6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECT ATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
INDICATOR	5.W.TTP. 3.c.	Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	5.W.TTP. 3.e.	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR	5.W.TTP. 3.f.	Use precise words and phrases and use sensory details to convey experiences and events.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

are appropriate to task, standards 1-3 above.)
sandards 1-3 above.)
ng, editing, rewriting, or
needed by planning, revising, dards 1–3 up to and including
h writing and to interact
p produce and publish writing, echnology skills to type a
analysis, reflection, and
esearch, applying grade 5
reflection, and revision) ks, purposes, and

LEARNING 5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote EXPECTATION 0 writing fluency.

## UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

## Tennessee Academic Standards Language Arts

Grade 5 - Adopted: 2016

STRAND / STANDARD / **COURSE** 

### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

#### STRAND / STANDARD / **COURSE**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA. 7a.	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.
INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.
INDICATOR	5.FL.VA.7 a.iii.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RL.KID. 2.	Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.
CTDANG /		DEADING STANDARDS, LITERATURE

READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	5.RL.CS. 5.	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	5.RL.CS. 6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RL.RRT C.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND /		SPEAKING AND LISTENING STANDARDS

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING EXPECTATION 2

5.SL.CC. Summarize a text presented in diverse media such as visual, quantitative, and oral formats.

STRAND / STANDARD / **COURSE** 

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
INDICATOR	5.W.TTP. 3.c.	Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	5.W.TTP. 3.e.	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR	5.W.TTP. 3.f.	Use precise words and phrases and use sensory details to convey experiences and events.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.

#### STRAND / STANDARD / **COURSE**

### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION .4

5.W.PDW Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STRAND / STANDARD / COURSE WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
STANDARD /	W.RBPK	WRITING STANDARDS  Research to Build and Present Knowledge - Standard 9
CONCEPTUAL STRAND / GUIDING		
STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING		Research to Build and Present Knowledge - Standard 9  Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and
STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING EXPECT AT ION	.9 5.W.RBP	Research to Build and Present Knowledge - Standard 9  Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5
STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING EXPECTATION  LEARNING EXPECTATION  STRAND / STANDARD /	5.W.RBP K.9	Research to Build and Present Knowledge - Standard 9  Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING EXPECTATION  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING	5.W.RBP K.9	Research to Build and Present Knowledge - Standard 9  Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.  WRITING STANDARDS

## Language Arts Grade 5 - Adopted: 2016

## STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

# STRAND / STANDARD / COURSE

## FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

# STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.

#### **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND I GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.

#### STRAND / STANDARD / COURSE

#### **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING 5.FL.VA.7 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, EXPECTATION c. including those that signal contrast, addition, and other logical relationships.

#### STRAND / STANDARD / COURSE

#### **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING 5.RL.KID. Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text. EXPECTATION 2.

#### STRAND / STANDARD / COURSE

## READING STANDARDS - LITERATURE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING 5.RL.CS. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts. EXPECTATION 5.

#### **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	5.RL.CS. 6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RL.RRT C.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING 5.SL.CC. Summarize a text presented in diverse media such as visual, quantitative, and oral formats.

EXPECTATION 2

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
INDICATOR	5.W.TTP. 3.c.	Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	5.W.TTP. 3.e.	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR	5.W.TTP. 3.f.	Use precise words and phrases and use sensory details to convey experiences and events.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.

#### STRAND / STANDARD / COURSE

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

#### STRAND / STANDARD / COURSE

## WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING 5.W.PDW With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXPECTATION 5. and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEADNING	E M/DDM/	With some guidance and support from adults, use technology including the Internet to produce and publish writing

LEARNING EXPECTATION .6

5.W.PDW With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

STRAND / STANDARD / COURSE

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING	5.W.RBP	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5

EXPECTATION K.9

standards for reading.

STRAND / STANDARD / **COURSE** 

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.

**LEARNING** EXPECTATION

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5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote

writing fluency.

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

## Tennessee Academic Standards Language Arts

Grade 5 - Adopted: 2016

STRAND / STANDARD / **COURSE** 

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECT ATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING		
EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR		conventions of standard English grammar and usage, including capitalization and punctuation, when
	5.FL.SC.	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.d. 5.FL.SC. 6.j.	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.
INDICATOR  INDICATOR  STRAND / STANDARD /	5.FL.SC. 6.d. 5.FL.SC. 6.j.	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.  Write multiple cohesive paragraphs on a topic.
INDICATOR  INDICATOR  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING	5.FL.SC. 6.d. 5.FL.SC. 6.j.	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.  Write multiple cohesive paragraphs on a topic.  FOUNDATIONAL LITERACY STANDARDS
INDICATOR  INDICATOR  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING	5.FL.SC. 6.d. 5.FL.SC. 6.j. FL.VA.7	conventions of standard English grammar and usage, including capitalization and punctuation, when writing.  Recognize and correct inappropriate shifts in verb tense.  Write multiple cohesive paragraphs on a topic.  FOUNDATIONAL LITERACY STANDARDS  Vocabulary Acquisition - Standard 7  Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND /		DEADING STANDARDS - INCORMATIONAL TEXT

## READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.SL.PKI. 4	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LEARNING EXPECTATION	5.SL.PKI. 6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	5.W.TTP .3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION I LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5.W.PDW With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including

LEARNING

EXPECTATION .5

grade 5.)

LEARNING EXPECTATION

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writing fluency.

#### WRITING STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP K.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

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5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote

#### Tennessee Academic Standards Language Arts

Grade 5 - Adopted: 2016

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECT ATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC.	Recognize and correct inappropriate shifts in verb tense.

INDICATOR 5.FL.SC. Recognize and correct inappropriate shifts in verb tense.

6.d.

INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECT ATION		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.
INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	· ·	

LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2.	Group related information logically.
INDICATOR	b.	
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	b. 5.W.TP.2. d.	
INDICATOR	5.W.TP.2. d. 5.W.TP.2. g.	topic.
INDICATOR	5.W.TP.2. d. 5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR  INDICATOR  INDICATOR  STRAND / STANDARD /	<ul><li>b.</li><li>5.W.TP.2.</li><li>d.</li><li>5.W.TP.2.</li><li>g.</li><li>5.W.TP.2.</li><li>h.</li></ul>	Use precise language and domain-specific vocabulary to inform about or explain the topic.  Apply language standards addressed in the Foundational Literacy standards.
INDICATOR  INDICATOR  INDICATOR  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING	<ul><li>b.</li><li>5.W.TP.2.</li><li>d.</li><li>5.W.TP.2.</li><li>g.</li><li>5.W.TP.2.</li><li>h.</li></ul>	Use precise language and domain-specific vocabulary to inform about or explain the topic.  Apply language standards addressed in the Foundational Literacy standards.  WRITING STANDARDS

INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

LEARNING EXPECTATION	5.W.RBP K.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.W.RW.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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		Tennessee Academic Standards  Language Arts  Grade 5 - Adopted: 2016
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

# GUIDING QUESTION / LEARNING EXPECTATION LEARNING EXPECTATION S.FL.WC. 4 Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. S.FL.WC. 5.FL.WC. Spell grade-appropriate words correctly consulting references as needed. 4.a.

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECT ATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR 5.FL.VA.7 Use context as a clue to the meaning of a word or phrase.

a.i.

STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND /		SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.4	Presentation of Knowledge and Ideas - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.SL.PKI. 4	Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.PKI.6	Presentation of Knowledge and Ideas - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LEARNING EXPECTATION	5.SL.PKI.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

d.

topic.

INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP K.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECTATION	5.W.RW.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

#### STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.c.	Use verb tense to convey various times, sequences, states, and conditions.
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.

INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECT ATION		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.
INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	· ·	

LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2.	Group related information logically.
INDICATOR	b.	
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	b. 5.W.TP.2. d.	
INDICATOR	5.W.TP.2. d. 5.W.TP.2. g.	topic.
INDICATOR	5.W.TP.2. d. 5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR  INDICATOR  INDICATOR  STRAND / STANDARD /	<ul><li>b.</li><li>5.W.TP.2.</li><li>d.</li><li>5.W.TP.2.</li><li>g.</li><li>5.W.TP.2.</li><li>h.</li></ul>	Use precise language and domain-specific vocabulary to inform about or explain the topic.  Apply language standards addressed in the Foundational Literacy standards.
INDICATOR  INDICATOR  INDICATOR  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING	<ul><li>b.</li><li>5.W.TP.2.</li><li>d.</li><li>5.W.TP.2.</li><li>g.</li><li>5.W.TP.2.</li><li>h.</li></ul>	Use precise language and domain-specific vocabulary to inform about or explain the topic.  Apply language standards addressed in the Foundational Literacy standards.  WRITING STANDARDS

INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.W.RW.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100
		Tennessee Academic Standards
		Language Arts
		Grade 5 - Adopted: 2016

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

#### STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.c.	Use verb tense to convey various times, sequences, states, and conditions.
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING 5.FL.VA.7 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, EXPECTATION c. including those that signal contrast, addition, and other logical relationships.

STRAND / STANDARD / COURSE

READING STANDARDS - INFORMATIONAL TEXT

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
STRAND / GUIDING	R.CS.4.	Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative,
STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area,
STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING EXPECTATION  LEARNING EXPECTATION  STRAND / STANDARD /		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING EXPECTATION  LEARNING EXPECTATION  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING	5.RI.CS.4	Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.  READING STANDARDS – INFORMATIONAL TEXT
STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING EXPECTATION  LEARNING EXPECTATION  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING	5.RI.CS.4	Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.  READING STANDARDS – INFORMATIONAL TEXT  Integration of Knowledge and Ideas - Standard 7  Cornerstone: Integrate and evaluate content presented in diverse formats and media, including

CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.W.RW.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110
		Tennessee Academic Standards  Language Arts  Grade 5 - Adopted: 2016
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY ST ANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECT ATION	5.FL.SC. 6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
INDICATOR	5.FL.SC. 6.c.	Use verb tense to convey various times, sequences, states, and conditions.
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.

## STRAND / FOUNDATIONAL LITERACY STANDARDS STANDARD / COURSE

CONCEPTUAL FL.VA.7 STRAND / GUIDING QUESTION	Vocabulary Acquisition - Standard 7
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GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA. 7a.	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.
INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. Range of Reading and Level of Text Complexity - Standard 10 10.	
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RL.RRT C.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.	
INDICATOR	5.W.TTP. 3.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.	
INDICATOR	5.W.TTP. 3.b.	Organize an event sequence that unfolds naturally and logically.	
INDICATOR	5.W.TTP. 3.c.	Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.	
INDICATOR	5.W.TTP. 3.f.	Use precise words and phrases and use sensory details to convey experiences and events.	
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.	
STRAND / STANDARD / COURSE		WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4	
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
STRAND / STANDARD / COURSE		WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5	
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	
STRAND / STANDARD / COURSE		WRITING STANDARDS	
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6	

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.W.RW.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promot writing fluency.

#### UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

### Tennessee Academic Standards Language Arts

Grade 5 - Adopted: 2016

STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECT ATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR 5.FL.WC. Spell grade-appropriate words correctly consulting references as needed.

4.a.

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.

#### STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR	5.FL.VA.7	Use context as a clue to the meaning of a word or phrase.
	a.i.	

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#### **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION c.

5.FL.VA.7 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,

including those that signal contrast, addition, and other logical relationships.

STRAND / STANDARD / **COURSE** 

#### **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1	
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	

LEARNING

5.RL.KID. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION

STRAND / STANDARD / **COURSE** 

#### **READING STANDARDS - INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**LEARNING** 

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION

STRAND / STANDARD / **COURSE** 

#### **READING STANDARDS - INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	5.RI.CS.5	Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

LEARNING EXPECTATION	5.RI.CS.6	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	5.RI.IKI.9.	Integrate information from two or more texts on the same topic in order to build content knowledge.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2.	Group related information logically.
INDICATOR	b.	
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	b. 5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
INDICATOR	5.W.TP.2. d. 5.W.TP.2. g.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. d. 5.W.TP.2. g.	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.
INDICATOR  INDICATOR  INDICATOR  STRAND / STANDARD /	<ul><li>b.</li><li>5.W.TP.2.</li><li>d.</li><li>5.W.TP.2.</li><li>g.</li><li>5.W.TP.2.</li><li>h.</li></ul>	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.  Apply language standards addressed in the Foundational Literacy standards.
INDICATOR  INDICATOR  INDICATOR  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING	<ul><li>b.</li><li>5.W.TP.2.</li><li>d.</li><li>5.W.TP.2.</li><li>g.</li><li>5.W.TP.2.</li><li>h.</li></ul>	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.  Apply language standards addressed in the Foundational Literacy standards.  WRITING STANDARDS

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LEARNING EXPECTATION	5.W.RBP K.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP K.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.W.RW.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134
		Tennessee Academic Standards
		Language Arts Grade 5 - Adopted: 2016
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4

GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

### STRAND / STANDARD / COURSE

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.i.	Write multiple cohesive paragraphs on a topic.

#### STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING 5.FL.VA.7 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, EXPECTATION c. including those that signal contrast, addition, and other logical relationships.

STRAND / STANDARD / COURSE

#### **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING 5.RL.KID. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. EXPECTATION 1.

STRAND / STANDARD / COURSE

#### **READING STANDARDS - INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1	
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	

LEARNING 5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. EXPECTATION .

#### **READING STANDARDS - INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.

EXPECTATION .

LEARNING EXPECTATION

#### **READING STANDARDS - INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	5.RI.CS.6	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

 $5. RI.IKI.9. \quad \text{Integrate information from two or more texts on the same topic in order to build content knowledge}.$ 

#### **READING STANDARDS - INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

#### STRAND / STANDARD / COURSE

#### SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

LEARNING 5.SL.CC. Summarize a text presented in diverse media such as visual, quantitative, and oral formats. EXPECTATION 2

#### STRAND / STANDARD / COURSE

#### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECT ATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

#### STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

EXPECTATION .6 as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a

complete product in a single sitting as defined in W.1-3.

LEARNING

EXPECTATION 0

writing fluency.

#### WRITING STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	5.W.RBP K.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP K.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote

# Tennessee Academic Standards Language Arts

Grade 5 - Adopted: 2016

STRAND / STANDARD / COURSE

### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

#### STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECT ATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
INDICATOR	5.FL.SC.	Recognize and correct inappropriate shifts in verb tense.

INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA. 7a.	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.
INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	5.RL.KID. 1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	5.RI.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION	5.RI.CS.5	Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	5.RI.CS.6	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION	5.RI.IKI.9.	Integrate information from two or more texts on the same topic in order to build content knowledge.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2. b.	Group related information logically.

QUEUTION		
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

#### WRITING STANDARDS

STANDARD / COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**LEARNING** EXPECTATION .4

**COURSE** 

**EXPECT ATION** 

5.W.PDW Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

#### STRAND / WRITING STANDARDS STANDARD /

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION

.5

5.W.PDW With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including

grade 5.)

STRAND / STANDARD / **COURSE** 

# WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	5.W.RBP K.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP K.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING 5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote EXPECTATION 0 writing fluency.

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

# Tennessee Academic Standards Language Arts Grade 5 - Adopted: 2016

STRAND / STANDARD / COURSE

### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

#### STRAND / STANDARD / COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.

#### STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2. a.	Introduce a topic by providing a general observation and focus.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP K.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECTATION	5.W.RW.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
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		Tennessee Academic Standards Language Arts
		Grade 5 - Adopted: 2016
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.

LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND /		WRITING STANDARDS

### WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION		Write informative/explanatory texts to examine a topic and convey ideas and information.

INDICATOR 5.W.TP.2. Introduce a topic by providing a general observation and focus.

a.

INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. e.	Provide a conclusion related to the information or explanation presented.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP K.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

EXPECTATION 0 writing fluency.

UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote

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STRAND / STANDARD / COURSE

LEARNING

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	WC.4 Word Composition - Standard 4					
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.					
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.					
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.					
STRAND /		FOUNDATIONAL LITERACY STANDARDS					
STANDARD / COURSE		FOUNDATIONAL LITERACT STANDARDS					
	FL.SC.6	Sentence Composition - Standard 6					
COURSE  CONCEPTUAL STRAND / GUIDING	FL.SC.6						
COURSE  CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING	5.FL.SC.	Sentence Composition - Standard 6  Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.					

5.FL.SC. Recognize and correct inappropriate shifts in verb tense. 6.d.

INDICATOR 5.FL.SC. Write multiple cohesive paragraphs on a topic. 6.j.

STRAND / STANDARD / COURSE

INDICATOR

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.

LEARNING 5.FL.VA.7 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, EXPECTATION c. including those that signal contrast, addition, and other logical relationships.

STRAND / STANDARD / COURSE

# SPEAKING AND LISTENING STANDARDS

CONCEPTUAL SL.CC.2 STRAND / GUIDING QUESTION	Comprehension and Collaboration - Standard 2
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.			
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.			
STRAND / STANDARD / COURSE		WRITING STANDARDS			
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3			
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.			
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.			
INDICATOR	5.W.TTP. 3.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.			
INDICATOR	5.W.TTP. 3.c.	Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.			
INDICATOR	5.W.TTP. 3.f.	Use precise words and phrases and use sensory details to convey experiences and events.			
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.			
STRAND / STANDARD / COURSE		WRITING STANDARDS			
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4			
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.			
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
STRAND / STANDARD / COURSE		WRITING STANDARDS			
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5			

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.W.RW.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176
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# STRAND / STANDARD / COURSE

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

INDICATOR 5.FL.WC. Spell grade-appropriate words correctly consulting references as needed.

4.a.

### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

#### STRAND / STANDARD / COURSE

### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.

#### STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

INDICATOR	5.FL.VA.7	Use context as a clue to the meaning of a word or phrase.
	a.i.	

STRAND /
STANDARD
COURSE

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING EXPECTATION c.

5.FL.VA.7 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,

including those that signal contrast, addition, and other logical relationships.

STRAND / STANDARD / **COURSE** 

# **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1	
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	

LEARNING

5.RL.KID. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION

STRAND / STANDARD / **COURSE** 

#### **READING STANDARDS - INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**LEARNING** 

5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

EXPECTATION

STRAND / STANDARD / **COURSE** 

#### **READING STANDARDS - INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	5.RI.CS.5	Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

LEARNING EXPECTATION	5.RI.CS.6	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
LEARNING EXPECTATION	5.RI.IKI.9.	Integrate information from two or more texts on the same topic in order to build content knowledge.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INIDIOATOD	5 W/TD 2	Group related information logically.
INDICATOR	b.	
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	b. 5.W.TP.2. d.	
INDICATOR	5.W.TP.2. d. 5.W.TP.2. g.	topic.
INDICATOR	5.W.TP.2. d. 5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR  INDICATOR  INDICATOR  STRAND / STANDARD /	<ul><li>b.</li><li>5.W.TP.2.</li><li>d.</li><li>5.W.TP.2.</li><li>g.</li><li>5.W.TP.2.</li><li>h.</li></ul>	Use precise language and domain-specific vocabulary to inform about or explain the topic.  Apply language standards addressed in the Foundational Literacy standards.
INDICATOR  INDICATOR  INDICATOR  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING	<ul><li>b.</li><li>5.W.TP.2.</li><li>d.</li><li>5.W.TP.2.</li><li>g.</li><li>5.W.TP.2.</li><li>h.</li></ul>	Use precise language and domain-specific vocabulary to inform about or explain the topic.  Apply language standards addressed in the Foundational Literacy standards.  WRITING STANDARDS

INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND I GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 6	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

LEARNING EXPECTATION	5.W.RBP K.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP K.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.W.RW.1 0	Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194
		Tennessee Academic Standards  Language Arts  Grade 5 - Adopted: 2016
STRAND / STANDARD /		FOUNDATIONAL LITERACY STANDARDS
COURSE		
COURSE  CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4

GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

### STRAND / STANDARD / COURSE

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.i.	Write multiple cohesive paragraphs on a topic.

# STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.

#### FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING 5.FL.VA.7 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, EXPECTATION c. including those that signal contrast, addition, and other logical relationships.

STRAND / STANDARD / COURSE

#### **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING 5.RL.KID. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. EXPECTATION 1.

STRAND / STANDARD / COURSE

#### **READING STANDARDS - INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1	
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	

LEARNING 5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. EXPECTATION .

#### **READING STANDARDS - INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING

5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.

EXPECTATION .

LEARNING EXPECTATION

#### **READING STANDARDS - INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	5.RI.CS.6	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

 $5. RI.IKI.9. \quad \text{Integrate information from two or more texts on the same topic in order to build content knowledge}.$ 

# **READING STANDARDS - INFORMATIONAL TEXT**

CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.

#### STRAND / STANDARD / COURSE

# SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2	
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	

LEARNING 5.SL.CC. Summarize a text presented in diverse media such as visual, quantitative, and oral formats. EXPECTATION 2

STRAND / STANDARD / COURSE

# WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.

#### STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

EXPECTATION .6 as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a

complete product in a single sitting as defined in W.1-3.

LEARNING

EXPECTATION 0

writing fluency.

# WRITING STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	5.W.RBP K.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP K.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote

# Tennessee Academic Standards Language Arts

Grade 5 - Adopted: 2016

STRAND / STANDARD / COURSE

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

# STRAND / STANDARD / COURSE

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

# STRAND / STANDARD / COURSE

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECT ATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
INDICATOR	5.FL.SC.	Recognize and correct inappropriate shifts in verb tense.

INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA. 7a.	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.
INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LEARNING EXPECTATION	5.RL.KID. 1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.1.	Key Ideas and Details - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LEARNING EXPECTATION	5.RI.KID.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EARNING EXPECTATION	5.RI.KID.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.3.	Key Ideas and Details - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LEARNING EXPECTATION	5.RI.KID.3	Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LEARNING EXPECTATION	5.RI.CS.5	Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	5.RI.CS.6	Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.7.	Integration of Knowledge and Ideas - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
LEARNING EXPECTATION	5.RI.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.8.	Integration of Knowledge and Ideas - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LEARNING EXPECTATION	5.RI.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.IKI.9.	Integration of Knowledge and Ideas - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

LEARNING EXPECTATION	5.RI.IKI.9.	Integrate information from two or more texts on the same topic in order to build content knowledge.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RI.RRT C.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2. b.	Group related information logically.

5.W.TP.2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

5.W.TP.2. Use precise language and domain-specific vocabulary to inform about or explain the topic.

5.W.TP.2. Apply language standards addressed in the Foundational Literacy standards.

INDICATOR

INDICATOR

INDICATOR

d.

g.

h.

topic.

#### WRITING STANDARDS

STANDARD / COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECT ATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**LEARNING** EXPECTATION .4

**COURSE** 

**EXPECT ATION** 

5.W.PDW Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

#### STRAND / WRITING STANDARDS STANDARD /

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LEARNING EXPECTATION

.5

5.W.PDW With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including

grade 5.)

STRAND / STANDARD / COURSE

# WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .7	Research to Build and Present Knowledge - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.
LEARNING EXPECTATION	5.W.RBP K.7	Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .8	Research to Build and Present Knowledge - Standard 8
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.
LEARNING EXPECTATION	5.W.RBP K.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.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING 5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote EXPECTATION 0 writing fluency.

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# Tennessee Academic Standards Language Arts Grade 5 - Adopted: 2016

STRAND / STANDARD / COURSE

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

# STRAND / STANDARD / COURSE

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

#### STRAND / STANDARD / COURSE

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR	5.FL.SC. 6.a.	Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.
INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
STRAND /		FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	5.FL.VA.7	Use context as a clue to the meaning of a word or phrase.

# STRAND / STANDARD / COURSE

a.i.

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.

LEARNING 5.FL.VA.7 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, EXPECTATION c. including those that signal contrast, addition, and other logical relationships.

#### STRAND / STANDARD / COURSE

# **READING STANDARDS - LITERATURE**

CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LEARNING 5.RL.KID. Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text. EXPECTATION 2.

# STRAND / STANDARD / COURSE

CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	5.RL.CS. 5.	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	5.RL.CS. 6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RL.RRT C.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND /		SPEAKING AND LISTENING STANDARDS

SPEAKING AND LISTENING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
INDICATOR	5.W.TTP. 3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	5.W.TTP. 3.c.	Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	5.W.TTP. 3.e.	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR	5.W.TTP. 3.f.	Use precise words and phrases and use sensory details to convey experiences and events.

3.g.

EXPECTATION .4

# WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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

LEARNING 5.W.PDW Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

EXPECTATION

# WRITING STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RBPK .9	Research to Build and Present Knowledge - Standard 9
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
LEARNING EXPECTATION	5.W.RBP K.9	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING		Cornerstone: 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.

LEARNING 5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote EXPECTATION 0 writing fluency.

# Tennessee Academic Standards Language Arts

Grade 5 - Adopted: 2016

STRAND / STANDARD / COURSE

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION		Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.

# STRAND / STANDARD / COURSE

#### **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.F.5	Fluency - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read with sufficient accuracy and fluency to support comprehension.
LEARNING EXPECTATION	5.FL.F.5	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.FL.F.5. a.	Read grade-level text with purpose and understanding.
INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

# STRAND / STANDARD / COURSE

# FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECTATION		Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

INDICATOR

5.FL.SC. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences.

6.a.

INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA. 7a.	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.
INDICATOR	5.FL.VA.7 a.i.	Use context as a clue to the meaning of a word or phrase.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.KID.2.	Key Ideas and Details - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LEARNING EXPECTATION	5.RL.KID. 2.	Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.5.	Craft and Structure - Standard 5

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LEARNING EXPECTATION	5.RL.CS. 5.	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.6.	Craft and Structure - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Assess how point of view or purpose shapes the content and style of a text.
LEARNING EXPECTATION	5.RL.CS. 6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND / STANDARD / COURSE		READING STANDARDS - LITERATURE
CONCEPTUAL STRAND / GUIDING QUESTION	R.RRTC. 10.	Range of Reading and Level of Text Complexity - Standard 10
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.
LEARNING EXPECTATION	5.RL.RRT C.10.	Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.1	Comprehension and Collaboration - Standard 1
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
LEARNING EXPECTATION	5.SL.CC. 1	Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2

GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
INDICATOR	5.W.TTP. 3.b.	Organize an event sequence that unfolds naturally and logically.
INDICATOR	5.W.TTP. 3.c.	Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	5.W.TTP. 3.e.	Provide a conclusion that follows from the narrated experiences or events.
INDICATOR	5.W.TTP. 3.f.	Use precise words and phrases and use sensory details to convey experiences and events.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW.	Production and Distribution of Writing - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	5.W.PDW .6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.
STRAND / STANDARD / COURSE		WRITING STANDARDS
STANDARD /	W.RBPK .9	WRITING STANDARDS  Research to Build and Present Knowledge - Standard 9
CONCEPTUAL STRAND / GUIDING		
STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING		Research to Build and Present Knowledge - Standard 9  Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and
STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING EXPECT AT ION	.9 5.W.RBP	Research to Build and Present Knowledge - Standard 9  Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5
STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING EXPECTATION  LEARNING EXPECTATION  STRAND / STANDARD /	5.W.RBP K.9	Research to Build and Present Knowledge - Standard 9  Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.
CONCEPTUAL STRAND / GUIDING QUESTION  GUIDING QUESTION / LEARNING EXPECTATION  STRAND / STANDARD / COURSE  CONCEPTUAL STRAND / GUIDING	5.W.RBP K.9	Research to Build and Present Knowledge - Standard 9  Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.  Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.  WRITING STANDARDS

QUESTION /

LEARNING EXPECTATION quantitative, and oral formats.

# FOUNDATIONAL LITERACY STANDARDS

COURSE		
CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.
LEARNING EXPECT ATION	5.FL.SC. 6	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.
INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
STRAND / STANDARD / COURSE		FOUNDATIONAL LITERACY STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.
LEARNING EXPECTATION	5.FL.VA.7 c.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
STRAND / STANDARD / COURSE		READING STANDARDS - INFORMATIONAL TEXT
CONCEPTUAL STRAND / GUIDING QUESTION	R.CS.4.	Craft and Structure - Standard 4
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	5.RI.CS.4	Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.
STRAND / STANDARD / COURSE		SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	SL.CC.2	Comprehension and Collaboration - Standard 2

LEARNING EXPECTATION	5.SL.CC. 2	Summarize a text presented in diverse media such as visual, quantitative, and oral formats.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.2	Text Types and Protocol - Standard 2
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LEARNING EXPECTATION	5.W.TP. 2	Write informative/explanatory texts to examine a topic and convey ideas and information.
INDICATOR	5.W.TP.2. b.	Group related information logically.
INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION		Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.
INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 4	Production and Distribution of Writing - Standard 4
GUIDING QUESTION /		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LEARNING EXPECTATION	5.W.PDW .4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.PDW. 5	Production and Distribution of Writing - Standard 5
GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LEARNING EXPECTATION	5.W.PDW .5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
STRAND / STANDARD / COURSE		WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	W.RW.10	Range of Writing - Standard 10
GUIDING QUESTION / LEARNING EXPECT ATION		Cornerstone: 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.

LEARNING 5.W.RW.1 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote EXPECTATION 0 writing fluency.