

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.
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INDICATOR	5.FL.F.5.c	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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**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	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.
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**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.
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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
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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.
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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
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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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
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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.
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LEARNING EXPECTATION	5.RICS.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.
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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.R.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
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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.R.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
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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.R.I.RTC.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
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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.
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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.
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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.
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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.
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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.
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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	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.

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.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 /
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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 2: WRITING FROM NOTES Week 2 Page 19-30

Tennessee Academic Standards
Language Arts
Grade 5 - Adopted: 2016

**STRAND /
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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	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
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INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.
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STRAND / STANDARD / COURSE **FOUNDATIONAL LITERACY STANDARDS**

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

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
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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.
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LEARNING EXPECTATION	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.
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INDICATOR	5.FL.SC.6.d.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	5.FL.SC.6.j.	Write multiple cohesive paragraphs on a topic.
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STRAND / STANDARD / COURSE **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
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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.
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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.
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INDICATOR 5.FL.VA.7 Use context as a clue to the meaning of a word or phrase.
a.i.

**STRAND /
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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 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.RICS.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.
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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.KI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
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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.KI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
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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.
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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.
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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.
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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.
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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.
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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.
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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	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 /
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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 /
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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 .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.

**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	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
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INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.
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STRAND / STANDARD / COURSE **FOUNDATIONAL LITERACY STANDARDS**

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

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
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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.
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LEARNING EXPECTATION	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.
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INDICATOR	5.FL.SC.6.d.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	5.FL.SC.6.j.	Write multiple cohesive paragraphs on a topic.
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STRAND / STANDARD / COURSE **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
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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.
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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.
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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 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.RICS.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.
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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.R.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
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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.R.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
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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.R.I.RTC.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
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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.
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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.
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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.
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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.
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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.
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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	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.

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.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.10 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	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
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INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.
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STRAND / STANDARD / COURSE **FOUNDATIONAL LITERACY STANDARDS**

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

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
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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.
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LEARNING EXPECTATION	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.
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INDICATOR	5.FL.SC.6.d.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	5.FL.SC.6.j.	Write multiple cohesive paragraphs on a topic.
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STRAND / STANDARD / COURSE **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
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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.
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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.
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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 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 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.
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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.
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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	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.a.	Orient the reader by establishing a situation, using a narrator and/or introducing characters.
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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.
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INDICATOR	5.W.TTP.3.e.	Provide a conclusion that follows from the narrated experiences or events.
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INDICATOR	5.W.TTP.3.f.	Use precise words and phrases and use sensory details to convey experiences and events.
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INDICATOR	5.W.TTP.3.g.	Apply language standards addressed in the Foundational Literacy standards.
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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.)
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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.)
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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.
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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.
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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.

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 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 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.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 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 .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.

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	5.FL.WC.4	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	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.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 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	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.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	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 .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 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

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	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
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INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.
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STRAND / STANDARD / COURSE **FOUNDATIONAL LITERACY STANDARDS**

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

CONCEPTUAL STRAND / GUIDING QUESTION	FL.SC.6	Sentence Composition - Standard 6
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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.
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LEARNING EXPECTATION	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.
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INDICATOR	5.FL.SC.6.d.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	5.FL.SC.6.j.	Write multiple cohesive paragraphs on a topic.
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STRAND / STANDARD / COURSE **FOUNDATIONAL LITERACY STANDARDS**

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
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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.
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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.
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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 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.RICS.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.
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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.R.IKI.7.	Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
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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.R.IKI.8.	Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.
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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.R.I.RTC.10.	Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.
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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.
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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.
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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.
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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.
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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.
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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	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.

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.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.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote 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 EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	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	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.d.	Recognize and correct inappropriate shifts in verb tense.

INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
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**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.
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**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.
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**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.
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**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.
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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.
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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.
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INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
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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	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.
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**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.)
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**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.)
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**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.
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**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.
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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.
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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.10	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	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
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INDICATOR	5.FL.WC.4.a.	Spell grade-appropriate words correctly consulting references as needed.
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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	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.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	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.RRTC 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 / 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.
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INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
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**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	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.
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**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.)
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**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.)
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

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	5.FL.WC.4	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	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.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.
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**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.
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**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.
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**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.
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**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.
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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.
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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.
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INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
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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	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.
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**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.)
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**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.)
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**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.
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**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.
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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.10	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	5.FL.WC.4	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.
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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.
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INDICATOR	5.FL.F.5.c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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**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	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.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	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.7a.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.7c.	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.KI.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.
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INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
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**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	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.
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**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.)
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**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.)
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**STRAND /
STANDARD /
COURSE**

WRITING STANDARDS

INDICATOR	5.FL.WC. 4.a.	Spell grade-appropriate words correctly consulting references as needed.
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**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.
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INDICATOR	5.FL.F.5.c .	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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**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	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.
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INDICATOR	5.FL.SC. 6.c.	Use verb tense to convey various times, sequences, states, and conditions.
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INDICATOR	5.FL.SC. 6.d.	Recognize and correct inappropriate shifts in verb tense.
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INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
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**STRAND /
STANDARD /
COURSE**

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.VA.7	Vocabulary Acquisition - Standard 7
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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.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.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
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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	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.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. 6	Production and Distribution of Writing - Standard 6
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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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
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.
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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
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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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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.

**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
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
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LEARNING EXPECTATION	5.FL.WC.4	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
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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	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.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 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 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.
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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.
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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.
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INDICATOR	5.W.TP.2. b.	Group related information logically.
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INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
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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	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.
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INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
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**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.)
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**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.)
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**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.
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**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.
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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.
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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.
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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.10	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

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	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	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.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.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.

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

**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 Conduct short research projects that use multiple sources to build knowledge through investigations of different
K.7 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 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize
K.8 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 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5
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 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 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote
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 EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	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	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.d. Recognize and correct inappropriate shifts in verb tense.

INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
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**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.
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**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.
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**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.
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**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.IK1.9. 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.

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	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.

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.
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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.
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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.
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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.
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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.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.
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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.
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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.
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INDICATOR	5.W.TP.2 b.	Group related information logically.
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INDICATOR	5.W.TP.2 d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	5.W.TP.2 e.	Provide a conclusion related to the information or explanation presented.
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INDICATOR	5.W.TP.2 g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	5.W.TP.2 h.	Apply language standards addressed in the Foundational Literacy standards.
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STRAND / STANDARD / COURSE

WRITING STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	W.TTP.3	Text Types and Protocol - Standard 3
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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.

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.

**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	5.FL.WC.4	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	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.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 / 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	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.

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.)
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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.
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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.
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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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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	5.FL.WC.4	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	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.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
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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.
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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
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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.
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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.
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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
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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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
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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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
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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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
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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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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.

STRAND / STANDARD / COURSE

FOUNDATIONAL LITERACY STANDARDS

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

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 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.
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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.
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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.
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INDICATOR	5.W.TP.2. b.	Group related information logically.
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INDICATOR	5.W.TP.2. d.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	5.W.TP.2. g.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	5.W.TP.2. h.	Apply language standards addressed in the Foundational Literacy standards.
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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	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.
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INDICATOR	5.W.TTP. 3.g.	Apply language standards addressed in the Foundational Literacy standards.
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**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.)
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**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.)
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**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.
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**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.
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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.
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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.
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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.10	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

FOUNDATIONAL LITERACY STANDARDS

CONCEPTUAL STRAND / GUIDING QUESTION	FL.WC.4	Word Composition - Standard 4
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	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	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.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.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.

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	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.

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 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; 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.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote 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 EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	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	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.d. Recognize and correct inappropriate shifts in verb tense.

INDICATOR	5.FL.SC. 6.j.	Write multiple cohesive paragraphs on a topic.
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**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.
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**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.
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**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.
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**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.IK1.9. 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.

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	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.

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.
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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.
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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.
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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.
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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 EXPECTATION		Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
LEARNING EXPECTATION	5.FL.WC.4	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.
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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.
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INDICATOR	5.FL.F.5.c.	Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
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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	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.

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 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 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.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. 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 .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.

**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	5.FL.WC.4	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	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.

GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
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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
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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.
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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.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
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GUIDING QUESTION / LEARNING EXPECTATION		Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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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 .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.

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	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 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.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.R.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
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	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.)
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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.)
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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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