

Structure and Style for Students

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

Vermont Content Standards
Language Arts
 Grade 5 - Adopted: 2010 (CCSS)

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION RF.5.4(a) Read on-level text with purpose and understanding.

GRADE LEVEL EXPECTATION RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL EXPECTATION W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.8. 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.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION W.5.9(b) Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION SL.5.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL EXPECTATION SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE LEVEL EXPECTATION SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD / STRAND	VT.RI.5.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STANDARD / STRAND	VT.RI.5.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STANDARD / STRAND	VT.RI.5.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / STRAND	VT.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.

GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION SL.5.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL EXPECTATION SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE LEVEL EXPECTATION SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

STANDARD / STRAND VT.L.5. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD Conventions of Standard English

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

STANDARD / STRAND VT.L.5. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD Conventions of Standard English

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND VT.L.5. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD Knowledge of Language

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STANDARD / STRAND VT.L.5. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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GRADE LEVEL EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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GRADE LEVEL EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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GRADE LEVEL EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION W.5.9(a) Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION SL.5.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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GRADE LEVEL EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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GRADE LEVEL EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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GRADE LEVEL EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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GRADE LEVEL EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND VT.L.5. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GRADE LEVEL EXPECTATION L.5.3(b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

STANDARD / STRAND VT.L.5. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

GRADE LEVEL EXPECTATION L.5.4(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

STANDARD / STRAND VT.L.5. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION RF.5.4(a) Read on-level text with purpose and understanding.

GRADE LEVEL EXPECTATION RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION SL.5.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

GRADE LEVEL EXPECTATION SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

GRADE LEVEL EXPECTATION SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GRADE LEVEL EXPECTATION L.5.3(b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	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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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
---	--	--

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION RF.5.4(a) Read on-level text with purpose and understanding.

GRADE LEVEL EXPECTATION RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	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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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

STANDARD / STRAND VT.RI.5. **Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STANDARD / STRAND VT.RF.5. **Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION RF.5.4(a) Read on-level text with purpose and understanding.

GRADE LEVEL EXPECTATION RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND VT.W.5. **Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL EXPECTATION W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	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.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION W.5.9(b) Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
STANDARD / STRAND	VT.L.5.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
STANDARD / STRAND	VT.L.5.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STANDARD / STRAND	VT.L.5.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STANDARD / STRAND	VT.L.5.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Language Arts

Grade 5 - Adopted: 2010 (CCSS)

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100

**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION L.5.1(c) Use verb tense to convey various times, sequences, states, and conditions.

GRADE LEVEL EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)

STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION RF.5.4(a) Read on-level text with purpose and understanding.

GRADE LEVEL EXPECTATION RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION W.5.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

GRADE LEVEL EXPECTATION W.5.3(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.6. 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 keyboarding skills to type a minimum of two pages in a single sitting.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION W.5.9(a) Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION RF.5.4(a) Read on-level text with purpose and understanding.

GRADE LEVEL EXPECTATION RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL EXPECTATION W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	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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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND VT.W.5. Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL EXPECTATION W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND VT.W.5. Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.6. 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 keyboarding skills to type a minimum of two pages in a single sitting.

STANDARD / STRAND VT.W.5. Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	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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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	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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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION L.5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

GRADE LEVEL EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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GRADE LEVEL EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	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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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
GRADE LEVEL EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	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.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION L.5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

GRADE LEVEL EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION W.5.3(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

GRADE LEVEL EXPECTATION W.5.3(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	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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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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GRADE LEVEL EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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GRADE LEVEL EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	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.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION W.5.9(b) Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION L.5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

GRADE LEVEL EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STANDARD / STRAND VT.L.5. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND VT.L.5. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND VT.RL.5. Reading Standards for Literature

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD / STRAND VT.RI.5. Reading Standards for Informational Text

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION RF.5.4(a) Read on-level text with purpose and understanding.

GRADE LEVEL EXPECTATION RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL EXPECTATION W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	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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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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GRADE LEVEL EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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GRADE LEVEL EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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GRADE LEVEL EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION L.5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

GRADE LEVEL EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GRADE LEVEL EXPECTATION L.5.3(b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND VT.L.5. **Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND VT.RL.5. **Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

STANDARD / STRAND VT.RL.5. **Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

STANDARD / STRAND VT.RL.5. **Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STANDARD / STRAND	VT.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / STRAND	VT.W.5.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
GRADE LEVEL EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
GRADE LEVEL EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
STANDARD / STRAND	VT.W.5.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.6.	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 keyboarding skills to type a minimum of two pages in a single sitting.
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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GRADE LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION L.5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

GRADE LEVEL EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GRADE LEVEL EXPECTATION L.5.3(b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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**Vermont Content Standards
Language Arts
Grade 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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GRADE LEVEL EXPECTATION W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

GRADE LEVEL EXPECTATION W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

GRADE LEVEL EXPECTATION W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).