

## Structure and Style for Students

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

**Washington State K-12 Learning Standards and Guidelines**  
**Language Arts**  
 Grade 5 - Adopted: 2011

**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.4.</b>	<b>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.)</b>

CONTENT STANDARD

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.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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]").

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD

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.

CORE CONTENT / CONTENT STANDARD

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

**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.**

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

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).

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**EALR**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**EALR**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>
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CORE CONTENT / CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

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

Washington State K-12 Learning Standards and Guidelines  
Language Arts  
Grade 5 - Adopted: 2011

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD

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.

CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**EALR WA.W.5. Writing Standards**

BIG IDEA / CORE CONTENT	Production and Distribution of Writing	
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

**EALR WA.W.5. Writing Standards**

BIG IDEA / CORE CONTENT	Research to Build and Present Knowledge	
CORE CONTENT / CONTENT STANDARD	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CONTENT STANDARD / PERFORMANCE 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]").

**EALR WA.W.5. Writing Standards**

BIG IDEA / CORE CONTENT	Range of Writing	
CORE CONTENT / CONTENT STANDARD	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.

**EALR WA.SL.5. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT	Comprehension and Collaboration	
CORE CONTENT / CONTENT STANDARD	SL.5.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**EALR WA.L.5. Language Standards**

**BIG IDEA / CORE CONTENT**

**Knowledge of Language**

**CORE CONTENT / CONTENT STANDARD**

L.5.3.

**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

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

**EALR WA.L.5. Language Standards**

**BIG IDEA / CORE CONTENT**

**Vocabulary Acquisition and Use**

**CORE CONTENT / CONTENT STANDARD**

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.**

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

**BIG IDEA / CORE CONTENT**

**Vocabulary Acquisition and Use**

**CORE CONTENT / CONTENT STANDARD**

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).

**EALR WA.RL.5. Reading Standards for Literature**

**BIG IDEA / CORE CONTENT**

**Key Ideas and Details**

**CORE CONTENT / CONTENT STANDARD**

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.

**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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CONTENT STANDARD / PERFORMANCE 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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**EALR**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**EALR**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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.

CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>



CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**EALR WA.L.5. Language Standards**

**BIG IDEA / CORE CONTENT** Conventions of Standard English

**CORE CONTENT / CONTENT STANDARD** L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**EALR WA.L.5. Language Standards**

**BIG IDEA / CORE CONTENT** Knowledge of Language

**CORE CONTENT / CONTENT STANDARD** L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

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

**EALR WA.L.5. Language Standards**

**BIG IDEA / CORE CONTENT** Vocabulary Acquisition and Use

**CORE CONTENT / CONTENT STANDARD** 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.

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

**BIG IDEA / CORE CONTENT** Vocabulary Acquisition and Use

CORE CONTENT / CONTENT STANDARD	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 5 Page 45-52

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 5 - Adopted: 2011

**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.4.</b>	<b>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.)</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.6.</b>	<b>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.</b>
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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]").

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

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

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE 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.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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 6 Page 53-60

**Washington State K-12 Learning Standards and Guidelines  
Language Arts  
Grade 5 - Adopted: 2011**

**EALR WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**EALR WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.5.3(e) Provide a conclusion that follows from the narrated experiences or events.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.4.</b>	<b>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.)</b>

CONTENT STANDARD

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.

CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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CONTENT STANDARD / PERFORMANCE 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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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>
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CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD 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 7 Page 61-68

Washington State K-12 Learning Standards and Guidelines  
Language Arts  
Grade 5 - Adopted: 2011

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD 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.

CORE CONTENT / CONTENT STANDARD 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.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
CORE CONTENT / CONTENT STANDARD	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.

**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CONTENT STANDARD / PERFORMANCE 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]").

**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.

**EALR**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.5.2.</b>	<b>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b>

**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.5.4.</b>	<b>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.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.5.6.</b>	<b>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</b>

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.6.</b>	<b>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).</b>

Washington State K-12 Learning Standards and Guidelines  
Language Arts  
Grade 5 - Adopted: 2011

**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
CORE CONTENT / CONTENT STANDARD	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
CORE CONTENT / CONTENT STANDARD	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).

**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
CORE CONTENT / CONTENT STANDARD	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.

**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
CORE CONTENT / CONTENT STANDARD	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**



<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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]").

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD 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).

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD

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.

CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD

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).

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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CORE CONTENT / CONTENT STANDARD

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**EALR**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**                      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Presentation of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**EALR WA.L.5. Language Standards**

**BIG IDEA / CORE CONTENT**

**Vocabulary Acquisition and Use**

**CORE CONTENT / CONTENT STANDARD**

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.**

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

**BIG IDEA / CORE CONTENT**

**Vocabulary Acquisition and Use**

**CORE CONTENT / CONTENT STANDARD**

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).

**Washington State K-12 Learning Standards and Guidelines  
Language Arts  
Grade 5 - Adopted: 2011**

**EALR WA.RI.5. Reading Standards for Informational Text**

**BIG IDEA / CORE CONTENT**

**Key Ideas and Details**

**CORE CONTENT / CONTENT STANDARD**

RI.5.2.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**EALR WA.RI.5. Reading Standards for Informational Text**

**BIG IDEA / CORE CONTENT**

**Craft and Structure**

**CORE CONTENT / CONTENT STANDARD**

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.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD

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).

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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CORE CONTENT / CONTENT STANDARD

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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CORE CONTENT / CONTENT STANDARD

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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



CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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CONTENT STANDARD / PERFORMANCE 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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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>
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CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

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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Language Arts  
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**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD

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).

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.4.	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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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Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 5 - Adopted: 2011

**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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CONTENT STANDARD / PERFORMANCE 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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD 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).

**EALR WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CORE CONTENT / CONTENT STANDARD RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD

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.)

CORE CONTENT / CONTENT STANDARD

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.

CORE CONTENT / CONTENT STANDARD

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.

**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

BIG IDEA / CORE CONTENT		Research to Build and Present Knowledge
CORE CONTENT / CONTENT STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT STANDARD / PERFORMANCE 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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**EALR WA.W.5. Writing Standards**

BIG IDEA / CORE CONTENT		Range of Writing
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

BIG IDEA / CORE CONTENT		Comprehension and Collaboration
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.L.5. Language Standards**

BIG IDEA / CORE CONTENT		Conventions of Standard English
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CORE CONTENT / CONTENT STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION                      L.5.2(e)                      Spell grade-appropriate words correctly, consulting references as needed.

**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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.

**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.6.</b>	<b>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).</b>

**EALR**                      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CORE CONTENT / CONTENT STANDARD

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD

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.

CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD

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).

CORE CONTENT / CONTENT STANDARD

RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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CONTENT STANDARD / PERFORMANCE 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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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CORE CONTENT / CONTENT STANDARD

L.5.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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CORE CONTENT / CONTENT STANDARD

L.5.2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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CORE CONTENT / CONTENT STANDARD

L.5.3. **Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.6.</b>	<b>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).</b>

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**EALR WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RL.5.1.</b>	<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RI.5.1.</b>	<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>

**CORE CONTENT / CONTENT STANDARD** **RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.4.</b>	<b>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.)</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.6.</b>	<b>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.</b>

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.6.</b>	<b>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).</b>

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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.

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

CONTENT STANDARD / PERFORMANCE EXPECTATION W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / PERFORMANCE EXPECTATION W.5.2(e) Provide a concluding statement or section related to the information or explanation presented.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.4.</b>	<b>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.)</b>

CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION W.5.3(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.)
CORE CONTENT / CONTENT STANDARD	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.
CORE CONTENT / CONTENT STANDARD	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.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
CORE CONTENT / CONTENT STANDARD	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.

**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
CORE CONTENT / CONTENT STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

**EALR**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION      L.5.2(e)      Spell grade-appropriate words correctly, consulting references as needed.

**EALR**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**EALR**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD      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).

**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD      RL.5.1.      Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION  
 RF.5.4(a) Read on-level text with purpose and understanding.

CONTENT STANDARD / PERFORMANCE EXPECTATION  
 RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.

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

CONTENT STANDARD / PERFORMANCE EXPECTATION  
 W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD  
 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.)

CORE CONTENT / CONTENT STANDARD  
 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.

CORE CONTENT / CONTENT STANDARD  
 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.



**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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CONTENT STANDARD / PERFORMANCE 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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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.4.	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE  
CONTENT /  
CONTENT  
STANDARD

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).

Washington State K-12 Learning Standards and Guidelines

Language Arts

Grade 5 - Adopted: 2011

**EALR**      **WA.RL.5. Reading Standards for Literature**

**BIG IDEA /  
CORE  
CONTENT**

**Key Ideas and Details**

CORE  
CONTENT /  
CONTENT  
STANDARD

RL.5.1.

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

**EALR**      **WA.RI.5. Reading Standards for Informational Text**

**BIG IDEA /  
CORE  
CONTENT**

**Key Ideas and Details**

CORE  
CONTENT /  
CONTENT  
STANDARD

RI.5.1.

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

CORE  
CONTENT /  
CONTENT  
STANDARD

RI.5.2.

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**EALR**      **WA.RI.5. Reading Standards for Informational Text**

**BIG IDEA /  
CORE  
CONTENT**

**Craft and Structure**

CORE  
CONTENT /  
CONTENT  
STANDARD

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.

CORE  
CONTENT /  
CONTENT  
STANDARD

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.

**EALR**      **WA.RI.5. Reading Standards for Informational Text**

**BIG IDEA /  
CORE  
CONTENT**

**Integration of Knowledge and Ideas**

CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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CONTENT STANDARD / PERFORMANCE 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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**EALR**      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD 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.

**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.1(a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

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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Language Arts  
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**EALR WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD

RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CORE CONTENT / CONTENT STANDARD	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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**EALR**                      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**                      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Integration of Knowledge and Ideas</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**                      **WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**                      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	L.5.4.	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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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Language Arts  
Grade 5 - Adopted: 2011

**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**

<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.4.</b>	<b>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.)</b>

<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.6.</b>	<b>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.</b>
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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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]").

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / PERFORMANCE 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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**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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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**EALR**      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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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**Washington State K-12 Learning Standards and Guidelines**  
**Language Arts**  
Grade 5 - Adopted: 2011

**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Key Ideas and Details</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**EALR**      **WA.RL.5. Reading Standards for Literature**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**      **WA.RF.5. Reading Standards: Foundational Skills**



<b>BIG IDEA / CORE CONTENT</b>		<b>Fluency</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION

W.5.3(e) Provide a conclusion that follows from the narrated experiences or events.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.4.</b>	<b>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.)</b>

CONTENT STANDARD

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.

CORE CONTENT / CONTENT STANDARD	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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Research to Build and Present Knowledge</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CONTENT STANDARD / PERFORMANCE 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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**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
--------------------------------	--	-------------------------

CORE CONTENT / CONTENT STANDARD	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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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CONTENT STANDARD / PERFORMANCE 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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**EALR WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CONTENT STANDARD / PERFORMANCE 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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CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Conventions of Standard English</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Knowledge of Language</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CONTENT STANDARD / PERFORMANCE EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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CONTENT STANDARD / PERFORMANCE 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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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>CORE CONTENT / CONTENT STANDARD</b>	<b>L.5.4.</b>	<b>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.</b>

CONTENT STANDARD / PERFORMANCE 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.

**EALR WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD

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).

**Washington State K-12 Learning Standards and Guidelines  
Language Arts  
Grade 5 - Adopted: 2011**

**EALR WA.RI.5. Reading Standards for Informational Text**

<b>BIG IDEA / CORE CONTENT</b>		<b>Craft and Structure</b>
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CORE CONTENT / CONTENT STANDARD

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.

**EALR WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Text Types and Purposes</b>
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<b>CORE CONTENT / CONTENT STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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CONTENT STANDARD / PERFORMANCE 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.

CONTENT STANDARD / PERFORMANCE EXPECTATION

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

CONTENT STANDARD / PERFORMANCE EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**EALR**                      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Production and Distribution of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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CORE CONTENT / CONTENT STANDARD	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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**EALR**                      **WA.W.5. Writing Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Range of Writing</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**                      **WA.SL.5. Speaking and Listening Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Comprehension and Collaboration</b>
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CORE CONTENT / CONTENT STANDARD	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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**EALR**                      **WA.L.5. Language Standards**

<b>BIG IDEA / CORE CONTENT</b>		<b>Vocabulary Acquisition and Use</b>
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CORE CONTENT / CONTENT STANDARD	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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