READING: LITERATURE

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	MCA III Test Specifications	Notes
5	1. READING: **Literature**	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Quote accurately from a text: (5.1.1.1) - When explaining what the text says explicitly - When drawing inferences from the text	• For the purpose of assessment, the term "Quote accurately from a text" should be interpreted as citing textual evidence when drawing inferences.	
5	1. READING: **Literature**	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	• Determine a theme of a story, drama, or poem from details in the text: (5.1.2.2) - Include how characters in a story or drama respond to challenges - Include how the speaker in a poem reflects upon a topic • Summarize the text. (5.1.2.2)	(None)	
5	1. READING: **Literature**	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (5.1.3.3)	• Items are not limited to comparison and contrast of two or more literary elements; items may require evaluation of a single literary element. • Items may address characterization in a poem as well as a story or drama. • In addition to *drawing on specific details*, items may require the identification of main ideas or supporting ideas that aid in development of character, setting, or events—plot.	

READING: LITERATURE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	MCA III Test Specifications	Notes

5	1. READING: Literature	(Continued)	(Continued)	(Continued)
				 • Items may address basic and/or complex characterization.
				 • When assessing characterization, items may include evaluation of:
				   - character traits (emotions, motivations, attitudes, intentions)
				   - methods of characterization (behavior/actions, dialogue/speech, thoughts)
				   - characters' influence or affect on story/plot development (sequence of events, setting—time and place—and /or theme)
				   - comparison/contrast of characters
				   - conflict within, between, and/or among characters
				   - impact of setting on characters
				   - prediction of characters' likely action in the future
				 • Items may assess literary elements as stand-alone features (e.g., students may be required to identify the events that comprise the main plot, or students may be required to identify the setting of a story).
				 • Items may assess literary elements in relationship to one another (e.g., students may be required to understand how setting impacts conflict, or how the sequence of events shapes the resolution, etc.).
				 • In the case of first person point-of-view where the narrator is a character in the passage, items may assess literary point-of-view.	

READING: LITERATURE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	MCA III Test Specifications	Notes
5	1. READING: **Literature**	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (5.1.4.4)	(None)	
5	1. READING: **Literature**	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (5.1.5.5)	• Items may assess distinguishing features of fiction, drama, or poetry.	

READING: LITERATURE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	MCA III Test Specifications	Notes
5	1. READING: **Literature**	6. Assess how point of view or purpose shapes the content and style of a text.	Describe how a narrator's or speaker's point of view influences how events are described. (5.1.6.6)	• Items may assess the recognition of and/or the distinction between first-person, third-person literary points-of-view. • Items may assess a character's point-of-view/perspective.	
5	1. READING: **Literature**	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (5.1.7.7)	(Assessed at classroom level only.)	
5	1. READING: **Literature**	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(Not applicable to literature)	(None)	
5	1. READING: **Literature**	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (5.1.9.9)	(Assessed at classroom level only.)	

READING: LITERATURE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	MCA III Test Specifications	Notes
5	1. READING: **Literature**	10. Read and comprehend complex literary and information texts independently and proficiently.	By the end of the year: (5.1.10.10) • Read and comprehend literature and other texts including stories, drama, and poetry proficiently and independently. The literature should be within the 4-5 text complexity band. • Self-select texts for personal enjoyment, interest, and academic tasks.	(None)	

READING: INFORMATIONAL TEXT

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	MCA III Test Specifications	Notes
5	2. READING: **Informational Text**	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Quote accurately from a text: (5.2.1.1) • When explaining what the text says explicitly • When drawing inferences from the text	• For the purpose of assessment, the term "Quote accurately from a text" should be interpreted as citing textual evidence when drawing inferences.	
5	2. READING: **Informational Text**	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	• Determine two or more main ideas. (5.2.2.2) • Explain how they are supported by key details. (5.2.2.2) • Summarize the text. (5.2.2.2)	(None)	
5	2. READING: **Informational Text**	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Based on historical, scientific, or technical text explain the relationships or interactions between: (5.2.3.3) • Two or more individuals • Two or more events • Two or more ideas • Two or more concepts	• Items are not required to assess relationships or interactions between two or more individuals, events, ideas, or concepts but may assess the action or impact of a single individual, event, idea, or concept. • Items do not exclusively assess historical, scientific, or technical texts. • The term concepts refers to big ideas (e.g., perceptions, thoughts, theories, or models).	

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GRADE 5

READING: INFORMATIONAL TEXT (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	MCA III Test Specifications	Notes
5	2. READING: **Informational Text**	(Continued)	(Continued)	(Continued) • Technical procedures in a text may refer to, but are not limited to, a how-to text, a list of procedures, directions, etc. • Items include, but are not limited to, understanding sequence of events and their effect on individuals; cause and effect; impact of setting on individuals (e.g., inventors) and process (e.g., the weather's impact on commercial fishing); and prediction. • Items may include analysis of the motivation of individuals—real people—and/or interpretation of their actions based on events. • In the case of literary nonfiction presented as a narrative, such as a memoir, introduction of real people or characters and/or events and their development may be assessed via plot technique (i.e., exposition, rising action), etc.	
5	2. READING: **Informational Text**	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Determine the meaning of general academic and subject-specific words and phrases in a text relevant to a grade 5 topic or subject area. (5.2.4.4)	(None)	

READING: INFORMATIONAL TEXT (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	MCA III Test Specifications	Notes
5	2. READING: **Informational Text**	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts (e.g., chronology, comparison, cause/effect, problem/solution). (5.2.5.5)	• Items may address author's method of organization for nonfiction text; problem/solution; cause/effect; compare/contrast; chronological order; classification; description.	

READING: INFORMATIONAL TEXT (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	MCA III Test Specifications	Notes
5	2. READING: **Informational Text**	6. Assess how point of view or purpose shapes the content and style of a text.	Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent. (5.2.6.6)	• Note: While the benchmark specifies the inclusion of various cultures, the understanding is that literature assessed in all grades, for any benchmark, may include perspective from many ethnicities. • Items may assess people's perspective of a single, particular event, or they may assess reactions to one or more events that have common elements. • Items may assess two accounts of a single culture's reaction to an event or to a type of event. • The term point-of-view may indicate the perspective, or viewpoint, of one person or of many people. • The terms author's point-of-view and author's perspective, solely as they relate to the author's purpose, are interchangeable. (In literary nonfiction, the author and the narrator may be—but are not necessarily—one and the same.)	

READING: INFORMATIONAL TEXT (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	MCA III Test Specifications	Notes
5	2. READING: **Informational Text**	7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Draw on information from multiple print or digital sources. (5.2.7.7) • Demonstrate the ability to locate an answer to a question quickly. • Demonstrate the ability to solve a problem efficiently.	(Assessed at classroom level only.)	
5	2. READING: **Informational Text**	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Explain how an author uses reasons and evidence to support particular points in a text, identify which reasons and evidence support which point(s). (5.2.8.8)	• Items may assess adequacy, accuracy and appropriateness of author's evidence, and credibility of sources • Items may assess basic fallacies of logic, such as lack of logicality, stereotyping and generalizing. • Items may assess the identification of author's use of fact versus opinion or the appropriateness of author's defense of facts or opinions. • Items may examine cause-and-effect relationships.	
5	2. READING: **Informational Text**	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5.2.9.9)	(Assessed at classroom level only.)	

READING: INFORMATIONAL TEXT (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	MCA III Test Specifications	Notes
5	2. READING: **Informational Text**	10. Read and comprehend complex literary and information texts independently and proficiently.	By the end of the year (5.2.10.10) • Read and comprehend informational texts and other texts, including history/social studies, science, and technical texts, proficiently and independently. The texts should be within the 4-5 text complexity band. • Self-select texts for personal enjoyment, interest, and academic tasks.	(None)	

READING: FOUNDATIONAL SKILLS

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	Notes
5	3. READING: **Foundational Skills**	0. No related anchor standard	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of: • letter-sound correspondences • syllabication patterns • morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. (5.3.0.3)	
5	3. READING: **Foundational Skills**	0. No related anchor standard	Read with sufficient accuracy and fluency to support comprehension: (5.3.0.4) • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

WRITING

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	Notes
5	6. WRITING	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. *(e.g. persuasive writing or book review)* (5.6.1.1) • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinions and reasons using transition words, phrases, and clauses (e.g., *consequently, specifically*). • Provide a concluding statement or section related to the opinion presented.	
5	6. WRITING	2. Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. *(e.g. non-fiction research, how to, biography, mapping, and directions)* (5.6.2.2) • 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. • Develop the topic with facts, definitions, concrete details, quotations, or examples related to the topic. • Connect ideas across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). • Use precise language to inform or explain the topic. • Provide a concluding section related to the information presented.	

WRITING (continued)

	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	Notes
5	6. WRITING	3. Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives and other creative texts *(e.g. descriptive stories, response to literature, formal letter, and poetry)* to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.6.3.3) • Establish a situation, introduce a narrator and/or characters, and organize an event sequence. • Include dialogue, description, and pacing, to develop story events. • Use a variety of transitional words, phrases, and clauses. • Use concrete words and phrases and sensory details to convey story events. • Provide a conclusion (when appropriate to the genre) that follows from the narrated story events.	
5	6. WRITING	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.) (5.6.4.4)	

WRITING (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	Notes

5	6. WRITING	5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) (5.6.5.5)
			• Introduce and practice through shared writing, the guidelines of the Six Traits of Writing Model as appropriate:
			  - Ideas
			  - Organization
			  - Word Choice
			  - Fluency
			  - Voice
			  - Conventions	

5	6. WRITING	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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. (5.6.6.6)	
5	6. WRITING	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. *Benchmark 7 can be embedded into Benchmark 2.* (5.6.7.7)	

WRITING (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	Notes
5	6. WRITING	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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. (5.6.8.8)	
5	6. WRITING	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research. (5.6.9.9) • 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]"). • 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]").	
5	6. WRITING	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	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. (5.6.10.10) • Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	

SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	Notes
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	1. Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. (5.8.1.1) • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore idea under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • Cooperate and problem-solve to make decisions as appropriate for productive group discussion.	
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (5.8.2.2)	
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence distinguishing between a speaker's opinions and verifiable facts. (5.8.3.3)	

SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	Notes
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Report on a topic/text or present an opinion. (5.8.4.4) • Sequence ideas logically. • Use appropriate facts and relevance. • Use descriptive details to support main ideas or themes. • Avoid plagiarism by identifying sources. • Speak clearly at an understandable pace.	
5	8. SPEAKNG, VIEWING, LISTENING, AND MEDIA LITERACY	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5.8.5.5)	
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) (5.8.6.6)	
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	7. Critically analyze information found in electronic, print, and mass media and use a variety of these sources.	Distinguish among, understand, and use different types of print, digital, and multimodal media. (5.8.7.7) • Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers). • Locate and use information in print, non-print, and digital resources using a variety of strategies. • Evaluate the accuracy and credibility of information found in digital sources. • Recognize ethical standards and safe practices in social and personal media communications.	

SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	Notes
5	8. SPEAKING, VIEWING, LISTENING, AND MEDIA LITERACY	8. Communicate using traditional or digital multimedia formats and digital writing and publishing for a specific purpose.	Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) (5.8.8.8) • Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music. • Publish the work and share it with an audience.	

LANGUAGE

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	Notes
5	10. LANGUAGE	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (5.10.1.1) • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Use correlative conjunctions (e.g., either/or, neither/nor).	
5	10. LANGUAGE	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (5.10.2.2) • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words *yes* and *no* (e.g., *yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). • Use underlining, quotation marks, or italics to indicate titles of works. • Spell grade-appropriate words correctly, consulting references as needed.	

LANGUAGE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	Notes
5	10. LANGUAGE	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (5.10.3.3) • Expand sentences for meaning, reader/listener interest, and style. • Combine sentences meaning, reader/listener interest, and style. • Reduce sentences meaning, reader/listener interest, and style. • Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
5	10. LANGUAGE	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialize reference materials , as appropriate.	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. (5.10.4.4) • Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photography, photosynthesis*). • 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.	

LANGUAGE (continued)

Level	Strand/Sub-strand	K-12 Anchor Standard	Grade 5 Benchmark	Notes
5	10. LANGUAGE	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness. (5.10.5.5) • Interpret figurative language, including similes and metaphors, in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
5	10. LANGUAGE	6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	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*). (5.10.6.6)	