Main Criteria: Frontiers in Writing

Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grade: 5

Frontiers in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

South Dakota Content Standards

Language Arts

Grade 5 - Adopted: 2018

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		Comprehension and Collaboration

STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	SD.CCRA.SL.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	5.RI.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**

STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	**SD.5.RF.**	**Reading Standards: Foundational Skills**
INDICATOR/BENCHMARK		**Fluency**
STANDARD	**5.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.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.)
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	5.W.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]")
GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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).

Lesson 02: Unit 2 Writing from Notes, p. 19-28

South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	5.RI.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.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]")

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	5.L.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).

Lesson 03: Unit 2 Writing from Notes, p. 29-34

South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	5.RI.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]")

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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).

Lesson 04: Unit 2 Writing from Notes, p. 35-42

South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	5.RI.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.6.	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	5.W.8.	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	5.W.9.	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	5.W.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]")

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	5.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**

STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.5.**	**Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.**
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	5.L.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

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**

STANDARD	SD.CCRA.SL.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by 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.
GOAL/STRAND	**SD.5.RF.**	**Reading Standards: Foundational Skills**
INDICATOR/BENCHMARK		**Fluency**
STANDARD	**5.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.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.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]").

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	5.SL.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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).

South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.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.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.
SUPPORTING SKILLS	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
SUPPORTING SKILLS	5.W.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
SUPPORTING SKILLS	5.W.3.e.	Provide a conclusion that follows the narrated experiences or events.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)

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

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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: **2018**

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity

STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.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.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by 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.
GOAL/STRAND	**SD.5.RF.**	**Reading Standards: Foundational Skills**
INDICATOR/BENCHMARK		**Fluency**
STANDARD	**5.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.
SUPPORTING SKILLS	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
SUPPORTING SKILLS	5.W.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
SUPPORTING SKILLS	5.W.3.e.	Provide a conclusion that follows the narrated experiences or events.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]").

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing

STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	5.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

GOAL/STRAND	SD.5.L.	**Language Standards**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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).

Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.L.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.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.

GOAL/STRAND	SD.5.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by 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.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.
SUPPORTING SKILLS	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
SUPPORTING SKILLS	5.W.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

SUPPORTING SKILLS	5.W.3.e.	Provide a conclusion that follows the narrated experiences or events.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]").

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.

SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.5.**	**Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.**
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	5.L.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).

Lesson 09: Unit 4 Summarizing a Reference, p. 73-80

South Dakota Content Standards

Language Arts

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing

STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	5.RI.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.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)

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

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]")

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BE NCHMARK		**Comprehension and Collaboration**
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.5.**	**Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.**
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Vocabulary Acquisition and Use**

| STANDARD | 5.L.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). |

Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

South Dakota Content Standards

Language Arts

| Grade **5** - Adopted: **2018** |

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**

STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	5.RI.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.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]")

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration

STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	5.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade 5 - Adopted: 2018

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	5.RI.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	**SD.5.RF.**	**Reading Standards: Foundational Skills**
INDICATOR/BENCHMARK		**Fluency**
STANDARD	**5.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]")

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing

STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	5.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.5.**	**Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.**
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Vocabulary Acquisition and Use**
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA .R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BE NCHMARK		**Key Ideas and Details**
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA .R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BE NCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA .W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BE NCHMARK		**Text Types and Purposes**

STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**

STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	5.RI.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	**SD.5.RF.**	**Reading Standards: Foundational Skills**
INDICATOR/BENCHMARK		**Fluency**
STANDARD	**5.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.

SUPPORTING SKILLS	5.W.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]")
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BE NCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BE NCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BE NCHMARK		**Comprehension and Collaboration**
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	5.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade 5 - Adopted: 2018

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCRA.SL.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RL.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)

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

GOAL/STRAND	SD.5.SL.	**Speaking and Listening Standards**
INDICATOR/BE NCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BE NCHMARK		**Vocabulary Acquisition and Use**
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA .W.	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BE NCHMARK		**Text Types and Purposes**
STANDARD	SD.CCR A.W.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.

STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RL.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.**
SUPPORTING SKILLS	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
SUPPORTING SKILLS	5.W.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
SUPPORTING SKILLS	5.W.3.e.	Provide a conclusion that follows the narrated experiences or events.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**

SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.8.**	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade 5 - Adopted: 2018

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge

STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RL.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.**
SUPPORTING SKILLS	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
SUPPORTING SKILLS	5.W.3.c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
SUPPORTING SKILLS	5.W.3.e.	Provide a conclusion that follows the narrated experiences or events.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.8.**	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**

STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.5.**	**Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.**
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

GOAL/STRAND	**SD.5.L.**	**Language Standards**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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).

South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.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.
GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BE NCHMARK		Comprehension and Collaboration

STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	SD.CCRA.SL.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	5.RI.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**

STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	**SD.5.RF.**	**Reading Standards: Foundational Skills**
INDICATOR/BENCHMARK		**Fluency**
STANDARD	**5.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.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.)
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	5.W.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]")
GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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).

Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.

GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	5.RI.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.

GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	**SD.5.RF.**	**Reading Standards: Foundational Skills**
INDICATOR/BENCHMARK		**Fluency**
STANDARD	**5.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]")

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing

STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	**SD.5.L.**	**Language Standards**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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).

Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

South Dakota Content Standards

Language Arts

Grade 5 - Adopted: 2018

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCRA.SL.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	5.RI.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.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]")

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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).

Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity

STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**

STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	5.RI.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
GOAL/STRAND	**SD.5.RF.**	**Reading Standards: Foundational Skills**
INDICATOR/BENCHMARK		**Fluency**
STANDARD	**5.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.

SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.8.**	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	5.W.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]")

GOAL/STRAND	SD.5.W.	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.SL.	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	**Language Standards**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	5.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes

STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade 5 - Adopted: 2018

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes

STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.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.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	SD.CCR A.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.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.
GOAL/STRAND	**SD.5.RL.**	**Reading Standards for Literature**
INDICATOR/BE NCHMARK		**Key Ideas and Details**
STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BE NCHMARK		**Key Ideas and Details**
STANDARD	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BE NCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RI.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.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BE NCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.W.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.

GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.

SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	**SD.5.L.**	**Language Standards**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.5.	Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
SUPPORTING SKILLS	5.L.5.c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.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.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.W.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.

GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.

GOAL/STRAND	SD.5.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details

STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RI.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.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
GOAL/STRAND	**SD.5.W.**	**Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English

STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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).

Lesson 24: Unit 8 Formal Essay Models, p. 197-206

South Dakota Content Standards

Language Arts

Grade 5 - Adopted: 2018

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.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.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.L.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.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.

GOAL/STRAND	SD.5.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	5.RI.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.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.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.
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
STANDARD	5.RI.9.	Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
STANDARD	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BE NCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.7.	Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]")

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BE NCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BE NCHMARK		Conventions of Standard English

STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.W.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.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RI.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.
STANDARD	5.RI.9.	Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**5.RI.10.**	**By the end of the year, read and comprehend informational text.**
SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.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.)

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

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.7.	Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.b.	Provide a list of sources.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing

STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
GOAL/STRAND	**SD.5.SL.**	**Speaking and Listening Standards**
INDICATOR/BE NCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Vocabulary Acquisition and Use**
STANDARD	5.L.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).

South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	SD.5.RL.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details

STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by 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.

GOAL/STRAND	**SD.5.RF.**	**Reading Standards: Foundational Skills**
INDICATOR/BENCHMARK		**Fluency**
STANDARD	**5.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**

STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]").

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BE NCHMARK		**Vocabulary Acquisition and Use**
STANDARD	5.L.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).

Lesson 28: Unit 9 Formal Critique, p. 233-240

South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA .R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BE NCHMARK		**Key Ideas and Details**
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
GOAL/STRAND	**SD.CCRA .R.**	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BE NCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA .W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BE NCHMARK		**Text Types and Purposes**

STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	SD.CCR A.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.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.

GOAL/STRAND	SD.5.RL.	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by 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.

GOAL/STRAND	SD.5.RI.	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	SD.5.RI.	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	5.RI.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.

GOAL/STRAND	SD.5.RI.	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RF.	**Reading Standards: Foundational Skills**
INDICATOR/BENCHMARK		**Fluency**
STANDARD	**5.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.

SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**

SUPPORTING SKILLS	5.W.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]")

GOAL/STRAND	SD.5.W.	**Writing Standards**
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.d.	Use underlining, quotation marks, or italics to indicate titles of works.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade 5 - Adopted: 2018

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.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.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.W.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.
GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.

STANDARD	SD.CCR A.L.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.
GOAL/STRAND	**SD.5.RL.**	**Reading Standards for Literature**
INDICATOR/BE NCHMARK		**Key Ideas and Details**
STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by 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.
GOAL/STRAND	**SD.5.RF.**	**Reading Standards: Foundational Skills**
INDICATOR/BE NCHMARK		**Fluency**
STANDARD	**5.RF.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BE NCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.
GOAL/STRAND	**SD.5.W.**	**Writing Standards**
INDICATOR/BE NCHMARK		**Production and Distribution of Writing**
STANDARD	5.W.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.)

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

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]").

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	5.L.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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South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	SD.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BE NCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
GOAL/STRAND	**SD.CCRA .W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BE NCHMARK		**Text Types and Purposes**
STANDARD	SD.CCR A.W.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.
GOAL/STRAND	**SD.CCRA .W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BE NCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GOAL/STRAND	**SD.CCRA .W.**	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/BE NCHMARK		**Range of Writing**
STANDARD	SD.CCR A.W.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.
GOAL/STRAND	**SD.CCRA .SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**
INDICATOR/BE NCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/STRAND	**SD.CCRA .L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GOAL/STRAND	**SD.CCRA .L.**	**College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.CCRA.L.**	**College and Career Readiness Anchor Standards for Language**
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.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 specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.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.
GOAL/STRAND	**SD.5.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by 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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	5.RI.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.
GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.c.	Link ideas within and across categories, paragraphs or sections of information using grade level appropriate words, phrases, and clauses.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	5.W.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]")

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	5.SL.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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.b.	Use a comma to separate an introductory element from the rest of the sentence.

SUPPORTING SKILLS	5.L.2.d.	Use underlining, quotation marks, or italics to indicate titles of works.

SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	**SD.5.L.**	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	5.L.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).