

# Main Criteria: Fix It! Grammar

## Secondary Criteria: Wyoming Content and Performance Standards

Subject: Language Arts

Grade: 5

### Fix It! Grammar

Week 01

## Wyoming Content and Performance Standards

Language Arts

Grade 5 - Adopted: 2012

### CONTENT STANDARD      WY.RL.5.      Reading Standards for Literature

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

### CONTENT STANDARD      WY.RF.5.      Reading Standards: Foundational Skills

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.

### CONTENT STANDARD      WY.SL.5.      Speaking and Listening Standards

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

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

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

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

### CONTENT STANDARD      WY.L.5.      Language Standards

BENCHMARK		Conventions of Standard English
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<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION L.5.2(e) Spell grade-appropriate words correctly, consulting references as needed.

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

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

<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Week 02

### Wyoming Content and Performance Standards

#### Language Arts

Grade 5 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.5.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXAMPLE RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

<b>CONTENT STANDARD</b>	<b>WY.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD</b>	<b>WY.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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## Week 03

### Wyoming Content and Performance Standards

#### Language Arts

**Grade 5 - Adopted: 2012**

<b>CONTENT STANDARD</b>	<b>WY.RL.5.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

<b>CONTENT STANDARD</b>	<b>WY.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>BENCHMARK</b>		<b>Fluency</b>
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

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

<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

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

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Week 04**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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

EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

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

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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## Week 05

### Wyoming Content and Performance Standards

#### Language Arts

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

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

**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION L.5.2(a) Use punctuation to separate items in a series.

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

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

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Week 06**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.5.2(a)	Use punctuation to separate items in a series.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION L.5.4(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CONTENT STANDARD** **WY.L.5. Language Standards**

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

Week 07

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

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

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

<b>EXPECTATION</b>	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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<b>EXPECTATION</b>	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

<b>EXPECTATION</b>	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works.
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<b>EXPECTATION</b>	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

<b>EXPECTATION</b>	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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<b>EXPECTATION</b>	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Week 08**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD**      **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

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

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.5.2(a)	Use punctuation to separate items in a series.
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EXPECTATION	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works.
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EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Week 09

### Wyoming Content and Performance Standards

#### Language Arts

Grade 5 - Adopted: 2012

CONTENT STANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(a)	Use punctuation to separate items in a series.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

# Wyoming Content and Performance Standards

## Language Arts

Grade 5 - Adopted: 2012

**CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

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

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

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.5.2(a)	Use punctuation to separate items in a series.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Week 11**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	SL.5.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
<b>EXPECTATION</b>	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>EXPECTATION</b>	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>EXPECTATION</b>	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>EXPECTATION</b>	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
<b>EXPECTATION</b>	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>EXPECTATION</b>	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
<b>EXPECTATION</b>	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>EXPECTATION</b>	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Wyoming Content and Performance Standards****Language Arts****Grade 5 - Adopted: 2012****CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>	<b>Range of Reading and Level of Text Complexity</b>	
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GRADE LEVEL EXAMPLE RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>	<b>Fluency</b>	
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

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

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

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>	<b>Conventions of Standard English</b>	
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>EXPECTATION</b>	L.5.2(a)	Use punctuation to separate items in a series.
<b>EXPECTATION</b>	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works.
<b>EXPECTATION</b>	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
<b>EXPECTATION</b>	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>EXPECTATION</b>	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Week 13**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD**      **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD**      **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
EXPECTATION	L.5.1(e)	Use correlative conjunctions (e.g., either/or, neither/nor).

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION L.5.4(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**CONTENT STANDARD** **WY.L.5. Language Standards**

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

Week 14

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

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

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

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

CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(a)	Use punctuation to separate items in a series.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Week 15

### Wyoming Content and Performance Standards

#### Language Arts

Grade 5 - Adopted: 2012

CONTENT STANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

<b>CONTENT STANDARD</b>	<b>WY.RF.5. Reading Standards: Foundational Skills</b>
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<b>BENCHMARK</b>		Fluency
<b>GRADE LEVEL EXAMPLE</b>	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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<b>CONTENT STANDARD</b>	<b>WY.SL.5. Speaking and Listening Standards</b>
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<b>BENCHMARK</b>		Comprehension and Collaboration
<b>GRADE LEVEL EXAMPLE</b>	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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<b>CONTENT STANDARD</b>	<b>WY.L.5. Language Standards</b>
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<b>BENCHMARK</b>		Conventions of Standard English
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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<b>CONTENT STANDARD</b>	<b>WY.L.5. Language Standards</b>
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<b>BENCHMARK</b>		Conventions of Standard English
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.5.2(a)	Use punctuation to separate items in a series.
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EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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<b>CONTENT STANDARD</b>	<b>WY.L.5. Language Standards</b>
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<b>BENCHMARK</b>		Vocabulary Acquisition and Use
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<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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## Week 16

### Wyoming Content and Performance Standards

#### Language Arts

Grade 5 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>CONTENT STANDARD</b>	<b>WY.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BENCHMARK</b>		<b>Fluency</b>
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD</b>	<b>WY.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Week 17**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD**      **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

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

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

BENCHMARK		Vocabulary Acquisition and Use
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<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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## Week 18

### Wyoming Content and Performance Standards

#### Language Arts

Grade 5 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.5.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>CONTENT STANDARD</b>	<b>WY.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BENCHMARK</b>		<b>Fluency</b>
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD</b>	<b>WY.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Week 19**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD**      **WY.RL.5. Reading Standards for Literature**

Range of Reading and Level of Text Complexity		
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
<b>CONTENT STANDARD</b>	<b>WY.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
BENCHMARK		
		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD</b>	<b>WY.SL.5.</b>	<b>Speaking and Listening Standards</b>
BENCHMARK		
		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
BENCHMARK		
		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
BENCHMARK		
		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
BENCHMARK		
		Vocabulary Acquisition and Use

<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**Week 20**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Week 21**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD**      **WY.RL.5.      Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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**GRADE LEVEL EXAMPLE**      RL.5.10.      By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD**      **WY.RF.5.      Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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

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

**CONTENT STANDARD**      **WY.SL.5.      Speaking and Listening Standards**

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

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

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

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

**CONTENT STANDARD**      **WY.L.5.      Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

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

**CONTENT STANDARD**      **WY.L.5.      Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
Week 22		
<b>Wyoming Content and Performance Standards</b>		
<b>Language Arts</b>		
<b>Grade 5 - Adopted: 2012</b>		
CONTENT STANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(a)	Use punctuation to separate items in a series.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Week 23

## Wyoming Content and Performance Standards

### Language Arts

CONTENT STANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(a)	Use punctuation to separate items in a series.

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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Week 24**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(a)	Use punctuation to separate items in a series.
EXPECTATION	L.5.2(d)	Use underlining, quotation marks, or italics to indicate titles of works.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Wyoming Content and Performance Standards****Language Arts****Grade 5 - Adopted: 2012****CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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GRADE LEVEL EXAMPLE RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

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

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

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<b>EXPECTATION</b>	L.5.2(a)	Use punctuation to separate items in a series.
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<b>EXPECTATION</b>	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

<b>EXPECTATION</b>	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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<b>EXPECTATION</b>	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
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<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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## Week 26

### Wyoming Content and Performance Standards

#### Language Arts

Grade 5 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.5.</b>	<b>Reading Standards for Literature</b>
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<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>GRADE LEVEL EXAMPLE</b>	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
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<b>CONTENT STANDARD</b>	<b>WY.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
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<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

<b>EXPECTATION</b>	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

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

BENCHMARK		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

BENCHMARK		<b>Conventions of Standard English</b>
GRADE LEVEL EXAMPLE	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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

BENCHMARK		<b>Vocabulary Acquisition and Use</b>
GRADE LEVEL EXAMPLE	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**CONTENT STANDARD** **WY.L.5. Language Standards**

BENCHMARK		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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## Week 27

### Wyoming Content and Performance Standards

#### Language Arts

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

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

**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		Conventions of Standard English
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		Vocabulary Acquisition and Use
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		Vocabulary Acquisition and Use
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Week 28**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD**      **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		Range of Reading and Level of Text Complexity
<b>GRADE LEVEL EXAMPLE</b>	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD**      **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		Fluency
<b>GRADE LEVEL EXAMPLE</b>	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

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

EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

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

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION	L.5.2(a)	Use punctuation to separate items in a series.
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EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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## Week 29

### Wyoming Content and Performance Standards

#### Language Arts

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

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

**CONTENT STANDARD** **WY.SL.5. Speaking and Listening Standards**

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

EXPECTATION L.5.2(a) Use punctuation to separate items in a series.

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

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

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Week 30**

**Wyoming Content and Performance Standards**

**Language Arts**

**Grade 5 - Adopted: 2012**

**CONTENT STANDARD** **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>GRADE LEVEL EXAMPLE</b>	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**CONTENT STANDARD** **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD</b>	<b>WY.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

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GRADE LEVEL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
EXAMPLE		