Main Criteria: Structure and Style for Students Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: 5

Structure and Style for Students

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

Minnesota Academic Standards

Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.1 0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
INDICATORS	5 2 10 10	Self-select texts for personal enjoyment, interest, and academic tasks.

5.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks. INDICATORS

OF PROGRESS a.

CONTENT	
STANDARD	I
DOMAIN	

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS	5.8.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
OF PROGRESS / STRAND		with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OF PROGRESS /	5.8.1.1.a.	with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own
OF PROGRESS / STRAND		with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
OF PROGRESS / STRAND INDICATORS OF PROGRESS INDICATORS		with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles.
OF PROGRESS / STRAND INDICATORS OF PROGRESS INDICATORS INDICATORS	5.8.1.1.b. 5.8.1.1.c.	with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the
OF PROGRESS / STRAND INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD /	5.8.1.1.b. 5.8.1.1.c.	with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
OF PROGRESS / STRAND	5.8.1.1.b. 5.8.1.1.c.	with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.8.4.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATORS OF PROGRESS / STRAND	5.8.6.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	5.8.7.7.c.	Evaluate the accuracy and credibility of information found in digital sources.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.
INDICATORS OF PROGRESS	5.10.4.4. a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

Minnesota Academic Standards Language Arts Grade 5 - Adopted: 2010

CONTENT	MN.5.2.	Reading Benchmarks: Informational Text K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.1 0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency

INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge

INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR /		Comprehension and Collaboration

DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	5.8.1.1.	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.
INDICATORS OF PROGRESS	5.8.1.1.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.
INDICATORS OF PROGRESS	5.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATORS OF PROGRESS	5.8.1.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.8.4.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATORS OF PROGRESS / STRAND	5.8.6.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Media Literacy	
INDICATORS OF PROGRESS / STRAND	3.7.7. Distinguish an	nong, understand, and use different types of print, digital, and multimodal media.

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS 5.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			

DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	5.10.3.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

OF PROGRESS .

CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.
INDICATORS OF PROGRESS	5.10.4.4. a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 2: WRITING FROM NOTES Week 3 Page 31-36
		Minnesota Academic Standards
		Language Art s Grade 5 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT	MN.5.2.	Reading Benchmarks: Informational Text K-	-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.1 0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
INDICATORS OF PROGRESS	5.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes

INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.1.1.	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.

INDICATORS OF PROGRESS	5.8.1.1.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.
INDICATORS OF PROGRESS	5.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATORS OF PROGRESS	5.8.1.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.8.4.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATORS OF PROGRESS / STRAND	5.8.6.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	5.8.7.7.c.	Evaluate the accuracy and credibility of information found in digital sources.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy

INDICATORS OF PROGRESS / STRAND		Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
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INDICATORS 5.8. OF PROGRESS

5.8.8.8.b. Publish the work and share it with an audience.

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC
E INDICATOR /
DOMAIN
COMPONENT Knowledge of Language INDICATORS
OF
PROGRESS /
STRAND 5.10.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS5.10.3.3.aExpand, combine, and reduce sentences for meaning, reader/listener interest, and style.OF PROGRESS.

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR /	Vocabulary Acquisition and Use
DOMAIN COMPONENT	

INDICATORS OF PROGRESS / STRAND		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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INDICATORS 5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. OF PROGRESS a.

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC
LINDICATOR /
OMAIN
COMPONENTVocabulary Acquisition and UseINDICATORS
OF PROGRESS
/ STRAND5.10.6.6.Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including
those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,
moreover, in addition).

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Minnesota Academic Standards Language Arts Grade 5 - Adopted: 2010

		Grade 5 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.1.2.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.1.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
INDICATORS OF PROGRESS / STRAND	5.1.6.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND		By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently.
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INDICATORS5.1.10.10.Self -select texts for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS /	5.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
STRAND		
INDICATORS OF PROGRESS	5.6.3.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATORS		
INDICATORS OF PROGRESS INDICATORS	5.6.3.3.d.	sequence that unfolds naturally.
INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS	5.6.3.3.d. 5.6.3.3.e.	sequence that unfolds naturally. Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATORS OF PROGRESS INDICATORS OF PROGRESS INDICATORS OF PROGRESS CONTENT STANDARD /	5.6.3.3.d. 5.6.3.3.e.	sequence that unfolds naturally. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., ''Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]'').
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	5.6.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS	5.6.10.10. a.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.1.1.	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.
INDICATORS OF PROGRESS	5.8.1.1.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.
INDICATORS OF PROGRESS	5.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATORS OF PROGRESS	5.8.1.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.8.4.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATORS OF PROGRESS / STRAND	5.8.6.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Media Literacy
INDICATORS OF PROGRESS / STRAND	Distinguish among, understand, and use different types of print, digital, and multimodal media.

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS 5.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATORS OF PROGRESS	5.10.3.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATORS 5.10.3.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. OF PROGRESS .

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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.

INDICATORS 5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. OF PROGRESS a.

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use	
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52	
		Ninneede Acadamia Chandanda	
		Minnesota Academic Standards Language Arts	
		Grade 5 - Adopted: 2010	
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5	
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details	
INDICATORS OF PROGRESS / STRAND	5.1.2.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5	
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure	
INDICATORS OF PROGRESS / STRAND	5.1.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
INDICATORS OF PROGRESS / STRAND	5.1.6.6.	Describe how a narrator's or speaker's point of view influences how events are described.	
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5	
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity	
INDICATORS OF PROGRESS / STRAND	5.1.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently.	

INDICATORS 5.1.10.10. Self -select texts for personal enjoyment, interest, and academic tasks.

CONTENT	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATORS OF PROGRESS	5.6.3.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATORS OF PROGRESS	5.6.3.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATORS OF PROGRESS	5.6.3.3.e.	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT MN.5.6. Writing Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC Research to Build and Present Knowledge E INDICATOR / DOMAIN COMPONENT	
INDICATORS 5.6.9.9. Draw evidence from literary or informational texts to support analysis, reflection, and research OF PROGRESS / STRAND	
INDICATORS5.W.9.a.Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	or
CONTENT MN.5.6. Writing Benchmarks K-5 STANDARD / DOMAIN	
PERFORMANC Range of Writing E INDICATOR / DOMAIN COMPONENT	
INDICATORS OF PROGRESS / STRAND5.6.10.1Write routinely over extended time frames (time for research, reflection, and revision) and shor time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes audiences.	
INDICATORS 5.6.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. OF PROGRESS a.	
CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN	
PERFORMANC Comprehension and Collaboration E INDICATOR / DOMAIN COMPONENT Comprehension and Collaboration	
INDICATORS OF PROGRESS / STRAND5.8.1.1.Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- with diverse partners on grade 5 topics and texts, building on others' ideas and expressing the clearly.	
INDICATORS5.8.1.1.a.Come to discussions prepared, having read or studied required material; explicitly draw on that preparation other information known about the topic to explore ideas under discussion.	and
INDICATORS 5.8.1.1.b. Follow agreed-upon rules for discussions and carry out assigned roles. OF PROGRESS	
INDICATORS5.8.1.1.c.Pose and respond to specific questions by making comments that contribute to the discussion and elaborate remarks of others.OF PROGRESSremarks of others.	e on the
CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN	
PERFORMANC Comprehension and Collaboration	

INDICATORS	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually,
OF PROGRESS		quantitatively, and orally.
/ STRAND		

CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD /

DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Media Literacy
INDICATORS OF PROGRESS / STRAND	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS 5.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS5.10.3.3.aExpand, combine, and reduce sentences for meaning, reader/listener interest, and style.OF PROGRESS.

INDICATORS 5.10.3.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.
INDICATORS OF PROGRESS	5.10.4.4. a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

INDICATORS5.10.4.4.cConsult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find theOF PROGRESS.pronunciation and determine or clarify the precise meaning of key words and phrases.

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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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Minnesota Academic Standards

Language Arts

Grade 5 - Adopted: 2010

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.1.2.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.1.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
INDICATORS OF PROGRESS / STRAND	5.1.6.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.1.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently.
INDICATORS OF PROGRESS		Self -select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATORS OF PROGRESS	5.6.3.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATORS OF PROGRESS	5.6.3.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATORS OF PROGRESS	5.6.3.3.e.	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing

INDICATORS OF PROGRESS / STRAND	0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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INDICATORS5.6.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT STANDARD /	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5	
DOMAIN			

ST ANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.1.1.	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.
INDICATORS OF PROGRESS	5.8.1.1.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.
INDICATORS OF PROGRESS	5.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATORS OF PROGRESS	5.8.1.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	5.8.7.7.c.	Evaluate the accuracy and credibility of information found in digital sources.
CONTENT STANDARD /	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Media Literacy
INDICATORS OF PROGRESS / STRAND	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS 5.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

OMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS5.10.2.2.eSpell grade-appropriate words correctly, consulting references as needed.OF PROGRESS.

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

INDICATORS5.10.3.3.bCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.OF PROGRESS.

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.
INDICATORS OF PROGRESS	5.10.4.4. a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68
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		Minnesota Academic Standards Language Arts
		Grade 5 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CONTENT	MN.5.2.	Reading Benchmarks: Informational Text K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.1 0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5 RE / a	
	5.10 . 4 .a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS		Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	5.RF.4.c.	
OF PROGRESS CONTENT ST ANDARD /	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
OF PROGRESS CONTENT ST ANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Benchmarks K-5
OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	5.RF.4.c. MN.5.6.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Benchmarks K-5 Text Types and Purposes

INDICATORS 5.6.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic. OF PROGRESS

CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS OF PROGRESS / STRAND	5.8.1.1.	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.	
INDICATORS OF PROGRESS	5.8.1.1.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.	
INDICATORS OF PROGRESS	5.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.	
INDICATORS OF PROGRESS	5.8.1.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5	
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration	
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5	
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas	
INDICATORS OF PROGRESS / STRAND	5.8.4.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
INDICATORS OF PROGRESS / STRAND	5.8.6.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5	
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy	
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.	
INDICATORS OF PROGRESS	5.8.7.7.c.	Evaluate the accuracy and credibility of information found in digital sources.	
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5	

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS 5.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS5.10.2.2.eSpell grade-appropriate words correctly, consulting references as needed.OF PROGRESS.

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use		
INDICATORS OF PROGRESS / STRAND	5.10.4.4	1.4 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.		
INDICATORS OF PROGRESS	5.10.4.4. a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use		
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76		
		Minnesota Academic Standards Language Arts Grade 5 - Adopted: 2010		
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details		
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure		
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas		

INDICATORS5.2.8.8.Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and
evidence support which point(s)./ STRAND5.2.8.8.

CONTENT MN.5.2. Reading Benchmarks: Informational Text K-5 ST ANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.1 0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

INDICATORS5.2.10.10.Self-select texts for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT MN.5.6. Writing Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually,

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

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 5.8.2.2.
 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS

OF PROGRESS

5.8.8.8.b. Publish the work and share it with an audience.

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.

INDICATORS 5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. OF PROGRESS a.

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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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CONTENT MN.5.2. Reading Benchmarks: Informational Text K-5 STANDARD / DOMAIN

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INDICATORS 5.2.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. OF PROGRESS

/ STRAND

CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.1 0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge

INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.1.1.	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.
INDICATORS OF PROGRESS	5.8.1.1.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.
INDICATORS OF PROGRESS	5.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATORS OF PROGRESS	5.8.1.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.8.4.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
INDICATORS OF PROGRESS / STRAND	5.8.6.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Media Literacy	
INDICATORS OF PROGRESS / STRAND	3.7.7. Distinguish an	nong, understand, and use different types of print, digital, and multimodal media.

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS 5.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			

DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATORS OF PROGRESS	5.10.3.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.
INDICATORS OF PROGRESS	5.10.4.4. a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92
		Minnesota Academic Standards
		Language Arts Grade 5 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.1 0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
INDICATORS OF PROGRESS	5.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes

INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

 INDICATORS
 5.8.2.2.
 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

 OF PROGRESS
 quantitatively, and orally.

CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS 5.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	5.10.1.1.c	Use verb tense to convey various times, sequences, states, and conditions.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

OF PROGRESS		
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

INDICATORS OF PROGRESS / STRAND5.10.2.2.Demonstrate command of the conventions of standard English capitalization, pu spelling when writing.	nctuation, and
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INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.

INDICATORS 5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. OF PROGRESS a.

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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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Minnesota Academic Standards Language Arts Grade 5 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.1 0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
INDICATORS OF PROGRESS	5.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.

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

CONTENT MN.5.6. Writing Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	5.8.7.7.c.	Evaluate the accuracy and credibility of information found in digital sources.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
INDICATORS OF PROGRESS	5.8.8.8.b.	Publish the work and share it with an audience.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	5.10.1.1.c	Use verb tense to convey various times, sequences, states, and conditions.
INDICATORS OF PROGRESS	5.10.1.1.d	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	5.10.2.2.e	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT	MN.5.10.	Language Benchmarks K-5

CONTENT	MN.5.10.	Language	Benchmarks	ŀ
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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.

INDICATORS5.10.4.4.Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.OF PROGRESSa.

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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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Minnesota Academic Standards Language Arts

Grade 5 - Adopted: 2010

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.1.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently.
INDICATORS OF PROGRESS	5.1.10.10. a.	Self -select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATORS OF PROGRESS	5.6.3.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATORS 5.6.3.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. OF PROGRESS

CONTENT	MN.5.6.	Writing Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	5.6.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.

PROGRESS / STRAND INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS OF PROGRESS

5.8.8.8.b. Publish the work and share it with an audience.

CONTENT	MN.5.10.	Language	Benchmarks	K-5
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	5.10.1.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATORS	5.10.1.1.c	Use verb tense to convey various times, sequences, states, and conditions.

INDICATORS	5.10.1.1.c	Use verb tense to convey various times, sequences, states, and conditions
OF PROGRESS		

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT	MN.5.10.	Language	Benchmarks	K-5
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATORS OF PROGRESS	5.10.3.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.
INDICATORS OF PROGRESS	5.10.4.4. a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122
		Minnesota Academic Standards Language Arts Grade 5 - Adopted: 2010
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.1.1.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.2.1.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
INDICATORS OF PROGRESS / STRAND	5.2.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
INDICATORS OF PROGRESS / STRAND	5.2.9.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.1 0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

INDICATORS5.2.10.10.Self-select texts for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.7.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	5.6.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
OF PROGRESS /	0. 5.6.10.10.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and
OF PROGRESS / STRAND	0. 5.6.10.10. a.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD /	0. 5.6.10.10. a.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	0. 5.6.10.10. a.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANC		
E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	5.8.7.7.c.	Evaluate the accuracy and credibility of information found in digital sources.
CONTENT I STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
INDICATORS OF PROGRESS	5.8.8.8.b.	Publish the work and share it with an audience.
CONTENT I STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS .		Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATORS OF PROGRESS		Recognize and correct inappropriate shifts in verb tense.
CONTENT I STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS5.10.2.2.eSpell grade-appropriate words correctly, consulting references as needed.OF PROGRESS.

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.

INDICATORS 5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. OF PROGRESS a.

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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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Minnesota Academic Standards

Language Arts

Grade 5 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.1.1.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.2.1.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
INDICATORS OF PROGRESS / STRAND	5.2.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
INDICATORS OF PROGRESS / STRAND	5.2.9.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.1 0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

INDICATORS5.2.10.10.Self-select texts for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT MN.5.3. Reading Benchmarks: Foundational Skills K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT	MN.5.6.	Writing Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.7.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT	MN.5.6.	Writing Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATORS5.W.9.b.Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
support particular points in a text, identifying which reasons and evidence support which point[s]").

CONTENT MN.5.6. Writing Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Writing
INDICATORS OF PROGRESS / STRAND	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATORS 5.6.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks. OF PROGRESS a.

CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	
STANDARD	I
DOMAIN	

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS

OF PROGRESS

5.8.8.8.b. Publish the work and share it with an audience.

CONTENT	MN.5.10.	Language	Benchmarks K	-5
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	5.10.1.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATORS OF PROGRESS	5.10.1.1.d	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

 INDICATORS
 5.10.3.3.a
 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

 OF PROGRESS
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CONTENT	MN.5.10.	Language	Benchmarks	K-5
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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.

INDICATORS 5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. OF PROGRESS a.

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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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CONTENT MN.5.1. Reading Benchmarks: Literature K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	5.1.1.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.2.1.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
INDICATORS OF PROGRESS / STRAND	5.2.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.7.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
INDICATORS OF PROGRESS / STRAND	5.2.9.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

INDICATORS 5.2.10.10. Self-select texts for personal enjoyment, interest, and academic tasks. OF PROGRESS a.

CONTENT MN.5.3. Reading Benchmarks: Foundational Skills K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT	MN.5.6.	Writing Benchmarks K-5

CONTENT MN.5.6. Writing Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.7.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	5.6.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATORS5.6.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN	CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks H
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PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	5.8.7.7.b.	Locate and use information in print, non-print, and digital resources using a variety of strategies.

INDICATORS	5.8.7.7.c.	Evaluate the accuracy and credibility of information found in digital sources.
OF PROGRESS		

CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT	I	Media Literacy
INDICATORS OF PROGRESS / STRAND		Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS 5.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD /

D	0	M	AI	Ν		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS5.10.1.1.aExplain the function of conjunctions, prepositions, and interjections in general and their function in particularOF PROGRESS.sentences.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 INDICATORS
 5.10.2.2.e
 Spell grade-appropriate words correctly, consulting references as needed.

 OF PROGRESS
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CONTENT	MN.5.10.	Language	Benchmarks	K-5
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.

INDICATORS 5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. OF PROGRESS a.

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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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CONTENT MN.5.6. Writing Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR /		Text Types and Purposes
DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATORS OF PROGRESS	5.6.2.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD / DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
	FOOD	Publich the work and chare it with an audience

INDICATORS OF PROGRESS 5.8.8.8.b. Publish the work and share it with an audience.

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	5.10.1.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS5.10.2.2.eSpell grade-appropriate words correctly, consulting references as needed.OF PROGRESS.

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

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CONTENT MN.5.6. Writing Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATORS OF PROGRESS	5.6.2.2.e.	Provide a concluding statement or section related to the information or explanation presented.

CONTENT	MN.5.6.	Writing Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS 5.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS	5.10.1.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

OF PROGRESS . sentences.

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATORS OF PROGRESS	5.6.3.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATORS OF PROGRESS	5.6.3.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	5.6.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	5.8.7.7.c.	Evaluate the accuracy and credibility of information found in digital sources.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
INDICATORS OF PROGRESS	5.8.8.8.b.	Publish the work and share it with an audience.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC		Conventions of Standard English

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS5.10.1.1.aExplain the function of conjunctions, prepositions, and interjections in general and their function in particularOF PROGRESS.sentences.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 INDICATORS
 5.10.2.2.e
 Spell grade-appropriate words correctly, consulting references as needed.

 OF PROGRESS
 .

CONTENT	MN.5.10.	Language	Benchmarks	K-5
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

CONTENT	MN.5.10.	Language	Benchmarks	K-5
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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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CONTENT MN.5.1. Reading Benchmarks: Literature K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	5.1.1.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.2.1.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
INDICATORS OF PROGRESS / STRAND	5.2.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
INDICATORS OF PROGRESS / STRAND	5.2.9.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND	0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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INDICATORS5.2.10.10.Self-select texts for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
DOWAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.7.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
E INDICATOR / DOMAIN	5.6.9.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS /	5.0.9.9. 5.W.9.b.	
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND		Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD /	5.W.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN PERFORMANC E INDICATOR / DOMAIN	5.W.9.b.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Writing Benchmarks K-5
E INDICATOR / DOMAIN COMPONENT INDICATORS OF PROGRESS / STRAND INDICATORS OF PROGRESS CONTENT STANDARD / DOMAIN COMPONENT INDICATORS OF PROGRESS /	5.W.9.b. MN.5.6. 5.6.10.1 0.	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Writing Benchmarks K-5 Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and

STANDARD
DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	5.8.7.7.c.	Evaluate the accuracy and credibility of information found in digital sources.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
INDICATORS OF PROGRESS	5.8.8.8.b.	Publish the work and share it with an audience.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	5.10.1.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATORS OF PROGRESS	5.10.1.1.d	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS	5.10.2.2.e	Spell grade-appropriate words correctly, consulting references as needed.

INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	4.4 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.

INDICATORS 5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. OF PROGRESS a.

CONTENT	MN.5.10.	Language	Benchmarks K-5
STANDARD /			
DOMAIN			

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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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PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.1.1.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.2.1.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
INDICATORS OF PROGRESS / STRAND	5.2.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
INDICATORS OF PROGRESS / STRAND	5.2.9.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.1 0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
INDICATORS OF PROGRESS		Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing

INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.7.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	5.6.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATORS5.6.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICAT OR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS 5.8.8.8.1 OF PROGRESS

5.8.8.8.b. Publish the work and share it with an audience.

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD /

DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	5.10.1.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	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.

INDICATORS 5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. OF PROGRESS a.

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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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CONTENT MN.5.1. Reading Benchmarks: Literature K-5 STANDARD / DOMAIN

DOMAIN		
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.1.1.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.2.1.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
INDICATORS OF PROGRESS / STRAND	5.2.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

INDICATORS	5.2.9.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
OF PROGRESS		
/ STRAND		

CONTENT MN.5.2. Reading Benchmarks: Informational Text K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.1 0.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

INDICATORS5.2.10.10.Self-select texts for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
ST ANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency	
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.	
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.	
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5	
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes	
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	

CONTENT	MN.5.6.	Writing Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.7.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing

INDICATORS OF PROGRESS / STRAND	5.6.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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INDICATORS5.6.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
INDICATORS	5.8.7.7.c.	Evaluate the accuracy and credibility of information found in digital sources.

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD /

DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS 5.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS	5.10.1.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
OF PROGRESS		sentences.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS 5.10.2.2.e Spell grade-appropriate words correctly, consulting references as needed. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.

INDICATORS 5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. OF PROGRESS a.

CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC		Vocabulary Acquisition and Use

DOMAIN COMPONENT 5.10.6.6. 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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Minnesota Academic Standards Language Arts Grade 5 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.1.2.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.1.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
INDICATORS OF PROGRESS / STRAND	5.1.6.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.1.10.1 0.	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently.
INDICATORS OF PROGRESS		Self -select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency

INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATORS OF PROGRESS	5.6.3.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATORS OF PROGRESS	5.6.3.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATORS OF PROGRESS	5.6.3.3.e.	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge

INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATORS OF PROGRESS	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CONTENT	MN.5.6.	Writing Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Writing
INDICATORS OF PROGRESS / STRAND	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

INDICATORS5.6.10.10. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.OF PROGRESSa.

CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.1.1.	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.
INDICATORS OF PROGRESS	5.8.1.1.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.
INDICATORS OF PROGRESS	5.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATORS OF PROGRESS	5.8.1.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
	5877c	Evaluate the accuracy and credibility of information found in digital sources

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

CONTENT MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.8.8.	Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)

INDICATORS 5.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	5.10.1.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATORS OF PROGRESS	5.10.1.1.d	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANC		Conventions of Standard English

E INDICATOR / DOMAIN COMPONENT	
INDICATORS OF PROGRESS / STRAND	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS5.10.2.2.eSpell grade-appropriate words correctly, consulting references as needed.OF PROGRESS.

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

INDICATORS 5.10.3.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. OF PROGRESS .

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use			
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.			

INDICATORS 5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. OF PROGRESS a.

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN PERFORMANC Vocabulary Acquisition and Use

E INDICATOR / DOMAIN COMPONENT		
INDICATORS	5.10.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including
OF PROGRESS		those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,
/ STRAND		moreover, in addition).

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CONTENT	MN.5.1.	Reading Benchmarks: Literature K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	5.1.2.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5
PERFORMANC E INDICATOR / DOMAIN		Craft and Structure

	COMPONENT		
INDICATORS 5.1.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular sto OF PROGRESS drama, or poem. / STRAND	OF PROGRESS	5.1.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

INDICATORS 5.1.6.6. Describe how a narrator's or speaker's point of view influences how events are described. OF PROGRESS / STRAND

CONTENT	MN.5.1.	Reading Benchmarks: Literature K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT	Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently.

INDICATORS 5.1.10.10. Self -select texts for personal enjoyment, interest, and academic tasks. OF PROGRESS a.

CONTENT MN.5.3. Reading Benchmarks: Foundational Skills K-5 STANDARD / DOMAIN

COMPONENT

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	5.RF.4.a.	Read on-level text with purpose and understanding.
INDICATORS OF PROGRESS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN		Text Types and Purposes

INDICATORS OF PROGRESS / STRAND	5.6.3.3.	Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
INDICATORS OF PROGRESS	5.6.3.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
INDICATORS OF PROGRESS	5.6.3.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
INDICATORS OF PROGRESS	5.6.3.3.e.	Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.	
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5	
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing	
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)	
INDICATORS OF PROGRESS / STRAND	5.6.6.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5	
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge	
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
INDICATORS OF PROGRESS	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5	
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing	
INDICATORS OF PROGRESS / STRAND	5.6.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

INDICATORS	5.6.10.10.	Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
OF PROGRESS	a.	

CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.1.1.	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.
INDICATORS OF PROGRESS	5.8.1.1.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.
INDICATORS OF PROGRESS	5.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATORS OF PROGRESS	5.8.1.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
INDICATORS OF PROGRESS	5.8.7.7.c.	Evaluate the accuracy and credibility of information found in digital sources.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy

INDICATORS OF PROGRESS / STRAND		Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
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INDICATORS 5.8.8.8.b. Publish the work and share it with an audience. OF PROGRESS

STANDARD / DOMAIN

CONTENT MN.5.10. Language Benchmarks K-5

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	5.10.1.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATORS 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense. OF PROGRESS .

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 INDICATORS
 5.10.2.2.e
 Spell grade-appropriate words correctly, consulting references as needed.

 OF PROGRESS
 .

CONTENT	MN.5.10.	Language	Benchmarks	K-5
STANDARD /				
DOMAIN				

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	5.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS 5.10.3.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. OF PROGRESS .

INDICATORS5.10.3.3.bCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.OF PROGRESS.

CONTENT MN.5.10. Language Benchmarks K-5 STANDARD / DOMAIN

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4	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.
INDICATORS	5.10.4.4.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

OF PROGRESS a.

5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning

CONTENT	MN.5.10.	Language Benchmarks K-5
STANDARD /		
DOMAIN		

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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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CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	5.6.2.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATORS OF PROGRESS	5.6.2.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

INDICATORS OF PROGRESS	5.6.2.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	5.6.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CONTENT STANDARD / DOMAIN	MN.5.6.	Writing Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	5.6.10.1 0.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS		Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MN.5.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANC E INDICATOR / DOMAIN COMPONENT		Media Literacy
INDICATORS OF PROGRESS / STRAND	5.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.

INDICATORS 5.8.7.7.c. Evaluate the accuracy and credibility of information found in digital sources. OF PROGRESS

PERFORMANC E INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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).