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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**
INDICATORS OF PROGRESS / STRAND	**5.2.10.10.**	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.**
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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.10.	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.**

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

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**
PERFORMANCE 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**
PERFORMANCE 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**
PERFORMANCE 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**

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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.d.	Recognize and correct inappropriate shifts in verb tense.

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

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

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).

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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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.10.	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.**
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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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**

PERFORMANCE 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.d.	Recognize and correct inappropriate shifts in verb tense.

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

PERFORMANCE 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 STANDARD / DOMAIN	MN.5.10.	**Language Benchmarks K-5**

PERFORMANCE 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**

PERFORMANCE 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

PERFORMANCE 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.5.1.	Reading Benchmarks: Literature K-5

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND	5.1.10.10.	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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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**
PERFORMANCE 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**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Writing**
INDICATORS OF PROGRESS / STRAND	**5.6.10.10.**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**
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**
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

PERFORMANCE 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.d	Recognize and correct inappropriate shifts in verb tense.

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

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

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

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

PERFORMANCE 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	
PERFORMANCE 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.5.1. Reading Benchmarks: Literature K-5	
PERFORMANCE 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	
PERFORMANCE 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	
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	**5.1.10.10.**	**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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	5.6.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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
PERFORMANCE 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
PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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.d.	Recognize and correct inappropriate shifts in verb tense.

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

PERFORMANCE 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. |

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

| PERFORMANCE 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. |

| INDICATORS OF PROGRESS. | 5.10.4.4.c | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |

| PERFORMANCE 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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PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.1.10.10.	**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

PERFORMANCE 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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing

INDICATORS OF PROGRESS / STRAND	5.6.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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.d.	Recognize and correct inappropriate shifts in verb tense.

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

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

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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**
INDICATORS OF PROGRESS / STRAND	**5.2.10.10.**	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.**
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**
PERFORMANCE 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**
PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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.d.	Recognize and correct inappropriate shifts in verb tense.

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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	**5.2.10.10.**	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.**
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

PERFORMANCE 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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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.d.	Recognize and correct inappropriate shifts in verb tense.

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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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

PERFORMANCE 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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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.d.	Recognize and correct inappropriate shifts in verb tense.

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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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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Grade **5** - Adopted: **2010**

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

PERFORMANCE 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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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
PERFORMANCE 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
PERFORMANCE 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**
PERFORMANCE 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**
PERFORMANCE 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**
PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.10.	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.**

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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

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

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).

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.1.10.10.	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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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**
PERFORMANCE 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**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Writing**
INDICATORS OF PROGRESS / STRAND	**5.6.10.10.**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**
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**
PERFORMANCE 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**
PERFORMANCE 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**

PERFORMANCE 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**

PERFORMANCE 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.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**

PERFORMANCE 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 STANDARD / DOMAIN	MN.5.10.	**Language Benchmarks K-5**

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	**5.2.10.10.**	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.**
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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	**5.6.10.10.**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**
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
PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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.5.1.	Reading Benchmarks: Literature K-5

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	**5.6.10.10.**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**
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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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.5.1.	Reading Benchmarks: Literature K-5

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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.

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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	5.6.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
INDICATORS OF PROGRESS COMPONENT	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

PERFORMANCE 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

PERFORMANCE 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 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

PERFORMANCE 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

PERFORMANCE 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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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).

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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

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

PERFORMANCE 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.

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

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

PERFORMANCE 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

PERFORMANCE 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

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

PERFORMANCE 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. |

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

| PERFORMANCE 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 |

| PERFORMANCE 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 |

| PERFORMANCE INDICATOR / DOMAIN COMPONENT | | **Range of Writing** |

| INDICATORS OF PROGRESS / STRAND | **5.6.10.10.** | **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** |

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	5.8.2.2.	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

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

PERFORMANCE 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

PERFORMANCE 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.5.1.	Reading Benchmarks: Literature K-5

PERFORMANCE 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	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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	5.6.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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.5.1.	Reading Benchmarks: Literature K-5

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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.5.1.	Reading Benchmarks: Literature K-5

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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 |

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	**5.2.10.10.**	**By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.**

| 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 |

PERFORMANCE 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 |

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing

INDICATORS OF PROGRESS / STRAND	5.6.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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.5.1.	Reading Benchmarks: Literature K-5
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**
INDICATORS OF PROGRESS / STRAND	**5.1.10.10.**	**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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Writing**
INDICATORS OF PROGRESS / STRAND	5.6.10.10.	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**
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**
PERFORMANCE 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**
PERFORMANCE 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 OF PROGRESS	5.10.2.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

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

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

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

PERFORMANCE 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

PERFORMANCE 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.5.1.	Reading Benchmarks: Literature K-5

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.1.10.10.	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

PERFORMANCE 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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Writing
INDICATORS OF PROGRESS / STRAND	5.6.10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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

PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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 STANDARD / DOMAIN	MN.5.10.	Language Benchmarks K-5
PERFORMANCE 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 OF PROGRESS	5.10.3.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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).

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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	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	5.8.2.2.	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.5.10. Language Benchmarks K-5

PERFORMANCE 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).