Structure and Style for Students

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

Montana Content Standards
Language Arts
Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Key Ideas and Details**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Craft and Structure**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	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	MT.CC.RI .5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	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	MT.CC.RI .5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills
BENCHMARK / STANDARD		**Fluency**

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

CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	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	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.SL .5.	Speaking and Listening Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

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

UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

Montana Content Standards
Language Arts
Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	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	MT.CC.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	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	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills

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

CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Range of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.SL .5.	Speaking and Listening Standards

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

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

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

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

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

Montana Content Standards
Language Arts
Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	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	MT.CC.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	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	MT.CC.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.RF.5.	Reading Standards: Foundational Skills

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

CONTENT STANDARD / DOMAIN	MT.CC.W. Writing Standards 5.	

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W Writing Standards .5.	

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W. Writing Standards 5.	

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.SL .5.	Speaking and Listening Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

Montana Content Standards
Language Arts
Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.2.	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. Include texts by and about American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.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.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

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

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills

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

CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / DOMAIN	MT.CC.W.5.	Writing Standards
BENCHMARK / STANDARD		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W.5.	Writing Standards
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
EXPECTATION	W.5.9.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	MT.CC.W.5.	Writing Standards
BENCHMARK / STANDARD		**Range of Writing**
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.SL.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION / BENCHMARK	**SL.5.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.**
EXPECTATION	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**

GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	**Language Standards**

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	**Language Standards**

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	**Language Standards**

BENCHMARK / STANDARD		**Knowledge of Language**

GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

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

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Montana Content Standards
Language Arts
Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.2.	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. Include texts by and about American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.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.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

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

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills

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

CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		**Range of Writing**
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.SL .5.	Speaking and Listening Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	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. Include sources by and about American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

EXPECTATION	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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Montana Content Standards

Language Arts

Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.2.	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. Include texts by and about American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.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.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

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

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills

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

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

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

CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Range of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.SL.5.	Speaking and Listening Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.SL.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.SL.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	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. Include sources by and about American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

Montana Content Standards

Language Arts

Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Craft and Structure**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	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	MT.CC.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	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	MT.CC.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

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

CONTENT STANDARD / DOMAIN	MT.CC.W.5.	Writing Standards
BENCHMARK / STANDARD		**Text Types and Purposes**
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
EXPECTATION	W.5.2.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.

EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W Writing Standards .5.	

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W Writing Standards .5.	

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	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	MT.CC.W. Writing Standards 5.	

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.5.9.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	MT.CC.W Writing Standards .5.	

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.SL.5.	Speaking and Listening Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.SL.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.SL.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	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. Include sources by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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Montana Content Standards
Language Arts
Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	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	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	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	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills

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

CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2.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.

EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	**Writing Standards**
BENCHMARK / STANDARD		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W .5.	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	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	MT.CC.W. 5.	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

EXPECTATION	W.5.9.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	MT.CC.W .5.	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		**Conventions of Standard English**
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		**Knowledge of Language**
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	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	MT.CC.RI .5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	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	MT.CC.RI .5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills

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

CONTENT STANDARD / DOMAIN	MT.CC.W. Writing Standards 5.

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W Writing Standards .5.

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W Writing Standards .5.

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	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	MT.CC.W. Writing Standards 5.	
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards
BENCHMARK / STANDARD		**Range of Writing**
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

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

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	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. Include sources by and about American Indians.

GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	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	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	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	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency

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

CONTENT STANDARD / DOMAIN	MT.CC.W. Writing Standards 5.	

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W Writing Standards .5.	

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W. Writing Standards 5.	

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards
BENCHMARK / STANDARD		**Range of Writing**
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
GRADE LEVEL EXPECTATION / BENCHMARK	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
GRADE LEVEL EXPECTATION / BENCHMARK	**L.5.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards
BENCHMARK / STANDARD		**Knowledge of Language**
GRADE LEVEL EXPECTATION / BENCHMARK	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

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

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CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	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	MT.CC.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	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	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills

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

CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W. 5.	**Writing Standards**

BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

EXPECTATION	W.5.9.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	MT.CC.W .5.	**Writing Standards**

BENCHMARK / STANDARD		**Range of Writing**

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**

GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	**Language Standards**

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

EXPECTATION	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions.

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	**Language Standards**

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

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

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Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.RL.5.	Reading Standards for Literature

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

CONTENT STANDARD / DOMAIN	MT.CC.RF.5.	Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

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

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

CONTENT STANDARD / DOMAIN	MT.CC.W.5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT STANDARD / DOMAIN	MT.CC.W.5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W.5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.5.9.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	MT.CC.W.5.	Writing Standards

BENCHMARK / STANDARD		Range of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.SL.5.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**

GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	**Language Standards**

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

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

EXPECTATION	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions.

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

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	**Language Standards**

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	**Language Standards**

BENCHMARK / STANDARD		**Knowledge of Language**
GRADE LEVEL EXPECTATION / BENCHMARK	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	**Language Standards**

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

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

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Montana Content Standards
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CONTENT STANDARD / DOMAIN	MT.CC.RL.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

GRADE LEVEL EXPECTATION / BENCHMARK	RI.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.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.6.	Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills

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

CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
EXPECTATION	W.5.2.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.

EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	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	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		**Range of Writing**

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.SL.5.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**

GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	**Language Standards**

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

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	**Language Standards**

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	**Language Standards**

BENCHMARK / STANDARD		**Knowledge of Language**
GRADE LEVEL EXPECTATION / BENCHMARK	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

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

CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use

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

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Montana Content Standards
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CONTENT STANDARD / DOMAIN	MT.CC.RL.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.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.

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.6.	Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

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

CONTENT STANDARD / DOMAIN	MT.CC.W.5.	Writing Standards
BENCHMARK / STANDARD		**Text Types and Purposes**
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	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	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use

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

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Montana Content Standards
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CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

GRADE LEVEL EXPECTATION / BENCHMARK	RI.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.

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.6.	Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.7.	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.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.RF.5.	Reading Standards: Foundational Skills

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

CONTENT STANDARD / DOMAIN	MT.CC.W.5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	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	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	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. Include sources by and about American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards
BENCHMARK / STANDARD		**Knowledge of Language**
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W .5.	Writing Standards
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	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	MT.CC.W .5.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.
CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards
BENCHMARK / STANDARD		Conventions of Standard English

GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Range of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration

GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Range of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	**Speaking and Listening Standards**

BENCHMARK / STANDARD		**Comprehension and Collaboration**

GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	**Language Standards**

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

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	**Language Standards**

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	**Language Standards**

BENCHMARK / STANDARD		**Knowledge of Language**
GRADE LEVEL EXPECTATION / BENCHMARK	**L.5.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	**Language Standards**

BENCHMARK / STANDARD		**Vocabulary Acquisition and Use**

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

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CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	**Reading Standards for Literature**

BENCHMARK / STANDARD		**Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		**Key Ideas and Details**

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		**Craft and Structure**

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.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.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.6.	Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	**Reading Standards for Informational Text**

BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills

BENCHMARK / STANDARD		**Fluency**
GRADE LEVEL EXPECTATION / BENCHMARK	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

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

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

CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		**Text Types and Purposes**
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**

EXPECTATION	W.5.2.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.

EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		**Production and Distribution of Writing**

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	**MT.CC.W .5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	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	**MT.CC.W. 5.**	**Writing Standards**
BENCHMARK / STANDARD		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
EXPECTATION	W.5.9.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	**MT.CC.W .5.**	**Writing Standards**
BENCHMARK / STANDARD		**Range of Writing**
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	**MT.CC.S L.5.**	**Speaking and Listening Standards**
BENCHMARK / STANDARD		**Comprehension and Collaboration**

GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas

GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	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. Include sources by and about American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / BENCHMARK	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD / DOMAIN	MT.CC.L.5.	Language Standards
BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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CONTENT STANDARD / DOMAIN	MT.CC.RL.5.	Reading Standards for Literature
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI.5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.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.

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.6.	Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills

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

CONTENT STANDARD / DOMAIN	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		**Text Types and Purposes**
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	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	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	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. Include sources by and about American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards
BENCHMARK / STANDARD		**Conventions of Standard English**
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards
BENCHMARK / STANDARD		**Knowledge of Language**
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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Montana Content Standards
Language Arts
Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

BENCHMARK / STANDARD		**Key Ideas and Details**
GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		**Key Ideas and Details**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text

BENCHMARK / STANDARD		**Craft and Structure**

GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.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.
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.6.	Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.

CONTENT STANDARD / DOMAIN	**MT.CC.RI .5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CONTENT STANDARD / DOMAIN	**MT.CC.RI .5.**	**Reading Standards for Informational Text**
BENCHMARK / STANDARD		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.10.	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.

CONTENT STANDARD / DOMAIN	**MT.CC.R F.5.**	**Reading Standards: Foundational Skills**
BENCHMARK / STANDARD		**Fluency**
GRADE LEVEL EXPECTATION / BENCHMARK	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD / DOMAIN	**MT.CC.W. 5.**	**Writing Standards**
BENCHMARK / STANDARD		**Text Types and Purposes**

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W Writing Standards .5.	
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W Writing Standards .5.	
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians.
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.8.	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	MT.CC.W. Writing Standards 5.	
BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.4.	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. Include sources by and about American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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Montana Content Standards
Language Arts
Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.2.	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. Include texts by and about American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RL.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.

GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.RL.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT STANDARD / DOMAIN	MT.CC.RF.5.	Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

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

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

CONTENT STANDARD / DOMAIN	MT.CC.W.5.	Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**

EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / DOMAIN	MT.CC.W.5.	Writing Standards

BENCHMARK / STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)

GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W. 5.	Writing Standards

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9.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	MT.CC.W .5.	Writing Standards

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.SL .5.	Speaking and Listening Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

EXPECTATION	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

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

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

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use

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

Montana Content Standards
Language Arts
Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.2.	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. Include texts by and about American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Craft and Structure

GRADE LEVEL EXPECTATION / BENCHMARK	RL.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.
GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians.

CONTENT STANDARD / DOMAIN	MT.CC.R L.5.	Reading Standards for Literature

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION / BENCHMARK	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT STANDARD / DOMAIN	MT.CC.R F.5.	Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency

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

CONTENT STANDARD / DOMAIN	MT.CC.W. Writing Standards 5.	

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**
EXPECTATION	W.5.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD / DOMAIN	MT.CC.W Writing Standards .5.	

BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.6.	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	MT.CC.W. Writing Standards 5.	

BENCHMARK / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / BENCHMARK	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
EXPECTATION	W.5.9.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	MT.CC.W Writing Standards .5.	

BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.SL .5.	Speaking and Listening Standards

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

CONTENT STANDARD / DOMAIN	MT.CC.SL.5.	Speaking and Listening Standards

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT STANDARD / DOMAIN	MT.CC.L. 5.	Language Standards

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION / BENCHMARK	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

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

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Montana Content Standards
Language Arts
Grade **5** - Adopted: **2011**

CONTENT STANDARD / DOMAIN	MT.CC.RI .5.	Reading Standards for Informational Text
BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / BENCHMARK	RI.5.4.	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	MT.CC.W. 5.	Writing Standards
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION	W.5.2.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.
EXPECTATION	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.4.	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.)
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, 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.)

CONTENT STANDARD / DOMAIN	MT.CC.W .5.	Writing Standards
BENCHMARK / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / BENCHMARK	W.5.10.	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.

CONTENT STANDARD / DOMAIN	MT.CC.S L.5.	Speaking and Listening Standards
BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION / BENCHMARK	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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