Main Criteria: Structure and Style for Students Secondary Criteria: Montana Content Standards

> Subject: Language Arts Grade: 5

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 Reading Standards for Informational Text .5.

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION /	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 Reading Standards for Informational Text

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

CONTENT STANDARD /

RI.5.8.

MT.CC.RI Reading Standards for Informational Text

BENCHMARK / **STANDARD**

GRADE LEVEL

DOMAIN

BENCHMARK

Integration of Knowledge and Ideas Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

EXPECTATION / **BENCHMARK**

CONTENT

MT.CC.RI Reading Standards for Informational Text

STANDARD / **DOMAIN**

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 Reading Standards: Foundational Skills

F.5.

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
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	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.SI .5.	LSpeaking 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 /	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.)

BENCHMARK

CONTENT	
STANDARD	I
DOMAIN	

MT.CC.L. Language Standards 5.

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / BENCHMARK	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. Language Standards

BENCHMARK / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION /	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,
BENCHMARK		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 Reading Standards for Informational Text .5.

OMAIN

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 Reading Standards for Informational Text .5.

BENCHMARK / STANDARD

Craft and Structure

GRADE LEVEL 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

BENCHMARK

MT.CC.RI Reading Standards for Informational Text .5.

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).

$\ensuremath{\mathsf{MT.CC.RI}}$ Reading Standards for Informational Text .5.

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

F.5.

5.

MT.CC.R Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECT ATION / BENCHMARK		Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.

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

CONTENT STANDARD / DOMAIN

EXPECTATION

MT.CC.W. Writing Standards

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / 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 W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as EXPECTATION / well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a **BENCHMARK** minimum of two pages in a single sitting. CONTENT MT.CC.W. Writing Standards STANDARD / **DOMAIN** BENCHMARK / Research to Build and Present Knowledge **STANDARD GRADE LEVEL** W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **EXPECTATION** / BENCHMARK **EXPECTATION** Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to W.5.9.b. support particular points in a text, identifying which reasons and evidence support which point[s]"). CONTENT MT.CC.W Writing Standards STANDARD / **DOMAIN** BENCHMARK / Range of Writing **STANDARD GRADE LEVEL** W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **BENCHMARK** CONTENT MT.CC.SL Speaking and Listening Standards STANDARD / .5. **DOMAIN**

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

DOMAIN

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

DOMAIN

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.)

MT.CC.L. Language Standards

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	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**

5.

5.

MT.CC.L. Language Standards

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

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

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

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

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

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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.

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.a.

5.

L.5.6.

.5.

RI.5.4

MT.CC.L. Language Standards

	Vocabulary	Acquisition	and	Use
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GRADE LEVEL EXPECTATION / **BENCHMARK**

BENCHMARK / **STANDARD**

> 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 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 Reading Standards for Informational Text .5.

Craft and Structure

GRADE LEVEL **EXPECTATION / BENCHMARK**

BENCHMARK / **STANDARD**

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

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

CONTENT STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text .5.

BENCHMARK / Range of Reading and Level of Text Complexity **STANDARD** GRADE LEVEL RI 5 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and

EXPECTATION / technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. **BENCHMARK**

CONTENT STANDARD / **DOMAIN**

MT.CC.R Reading Standards: Foundational Skills F.5.

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.

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 / Research to Build and Present Knowledge STANDARD **GRADE LEVEL** W.5.9.

Draw evidence from literary or informational texts to support analysis, reflection, and research. **EXPECTATION** / BENCHMARK

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]").

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 Speaking and Listening Standards

.5.

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 Speaking and Listening Standards

BENCHMARK / Comprehension and Collaboration ST ANDARD

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 Speaking and Listening Standards L.5.

BENCHMARK / STANDARD

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 /

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

BENCHMARK

MT.CC.L. Language Standards 5.

BENCHMARK / Conventions of Standard English STANDARD

GRADE LEVEL EXPECTATION / BENCHMARK		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		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 /	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

BENCHMARK

MT.CC.R Reading Standards for Literature L.5.

moreover, in addition).

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
BENCHMARK / STANDARD		Text Types and Purposes
CDADE LEVEL	W 5 2	Write parratives to develop real or imagined experiences or events using effective technique

BENCHMARK / STANDARD	Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	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.

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	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 Speaking and Listening Standards .5.

BENCHMARK / STANDARD	Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / BENCHMARK	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 / Knowledge of Language
STANDARD

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
	L.5.4.	Vocabulary Acquisition and Use 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.

CONTENT STANDARD /

BENCHMARK

DOMAIN

MT.CC.L. Language Standards

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

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Montana Content Standards Language Arts

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CONTENT STANDARD / **DOMAIN**

MT.CC.R Reading Standards for Literature L.5.

moreover, in addition).

BENCHMARK / **Key Ideas and Details** STANDARD GRADE LEVEL 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 EXPECTATION / respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Include texts by and about American Indians. **BENCHMARK**

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

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

MT.CC.R Reading Standards for Literature

STANDARD / DOMAIN	L.5.	
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
BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK		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	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

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 W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as EXPECTATION / well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a **BENCHMARK** minimum of two pages in a single sitting. CONTENT MT.CC.W. Writing Standards STANDARD / **DOMAIN** BENCHMARK / Research to Build and Present Knowledge **STANDARD GRADE LEVEL** W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. **EXPECTATION** / BENCHMARK **EXPECTATION** Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or W.5.9.a. events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). CONTENT MT.CC.W Writing Standards STANDARD / **DOMAIN** BENCHMARK / Range of Writing **STANDARD GRADE LEVEL** W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **BENCHMARK** CONTENT MT.CC.SL Speaking and Listening Standards STANDARD / .5. **DOMAIN**

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / 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 MT.CC.S Speaking and Listening Standards STANDARD / **DOMAIN**

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.

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

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.

MT.CC.L. Language Standards 5.

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 $\mbox{MT.CC.R}$ Reading Standards for Literature L.5.

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL	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
EXPECTATION /		respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Include texts by and
BENCHMARK		about American Indians.

CONTENT STANDARD / DOMAIN $\mbox{MT.CC.R}$ Reading Standards for Literature L.5.

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 /	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

BENCHMARK

 $\operatorname{MT.CC.R}$ Reading Standards for Literature L.5.

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 Reading Standards: Foundational Skills F.5.

BENCHMARK / STANDARD	Fluency
GRADE LEVEL EXPECT ATION / BENCHMARK	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

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / 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.

MT.CC.W 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	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

CONTENT STANDARD / DOMAIN

EXPECTATION /

BENCHMARK

MT.CC.W. Writing Standards 5.

minimum of two pages in a single sitting.

BENCHMARK / STANDARD	Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION / BENCHMARK	 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

BENCHMARK /	Range of Writing
ST VND VDD	

W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **BENCHMARK** CONTENT MT.CC.SL Speaking and Listening Standards STANDARD / **DOMAIN** BENCHMARK / Comprehension and Collaboration **STANDARD GRADE LEVEL** SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **EXPECTATION** with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own / BENCHMARK 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** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the SL.5.1.c. remarks of others. CONTENT MT.CC.S Speaking and Listening Standards STANDARD / DOMAIN BENCHMARK / Comprehension and Collaboration **STANDARD** GRADE LEVEL SI 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, EXPECTATION / quantitatively, and orally. **BENCHMARK** CONTENT MT.CC.S Speaking and Listening Standards STANDARD / **DOMAIN** BENCHMARK / Presentation of Knowledge and Ideas STANDARD **GRADE LEVEL** SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, EXPECTATION / descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by **BENCHMARK** and about American Indians. MT.CC.L. Language Standards CONTENT STANDARD / 5. **DOMAIN**

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

 ${\sf EXPECTATION} \qquad {\sf L.5.1.d.} \qquad {\sf Recognize} \ {\sf and} \ {\sf correct} \ {\sf inappropriate} \ {\sf shifts} \ {\sf in} \ {\sf verb} \ {\sf tense.}$

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

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.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

5.

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. Language Standards

5.

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / BENCHMARK	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.

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.a.

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

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

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

Montana Content Standards Language Arts Grade 5 - Adopted: 2011

CONTENT STANDARD / .5.

MT.CC.RI Reading Standards for Informational Text

DOMAIN

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

BENCHMARK

MT.CC.RI Reading Standards for Informational Text .5.

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 Reading Standards for Informational Text

.5.

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 Reading Standards for Informational Text

.5.

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 Reading Standards: Foundational Skills F.5.

BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECT ATION / BENCHMARK		Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4.a.	Read on-level text with purpose and understanding.

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

CONTENT STANDARD / **DOMAIN**

MT.CC.W. Writing Standards

BENCHMARK / STANDARD	Text Types and Purposes
GRADE LEVEL EXPECT ATION / BENCHMARK	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

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.

GRADE LEVEL

EXPECTATION /

BENCHMARK

MT.CC.SL Speaking and Listening Standards .5.

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / 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 Speaking and Listening Standards L.5.

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION /	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**

L.5.

5.

BENCHMARK

MT.CC.S Speaking and Listening Standards

BENCHMARK / Presentation of Knowledge and Ideas **STANDARD GRADE LEVEL** SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, EXPECTATION / descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by **BENCHMARK** and about American Indians. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See **GRADE LEVEL** SL.5.6. EXPECTATION / grade 5 Language standards 1 and 3 for specific expectations.)

CONTENT STANDARD / **DOMAIN**

BENCHMARK

MT.CC.L. Language Standards

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	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. Language Standards 5.

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / 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. Language Standards 5.

BENCHMARK / STANDARD	Knowledge of Language
GRADE LEVEL EXPECT ATION / BENCHMARK	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. Language Standards 5.

BENCHMARK / STANDARD

Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / BENCHMARK

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. Language Standards

BENCHMARK / STANDARD

Vocabulary Acquisition and Use

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

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Montana Content Standards

Language Arts

Grade 5 - Adopted: 2011

CONTENT STANDARD / DOMAIN

.5.

MT.CC.RI Reading Standards for Informational Text

BENCHMARK / Key Ideas and Details

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

MT.CC.RI Reading Standards for Informational Text .5.

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 STA **DOMAIN**

MT.CC.RI Reading Standards for Informational Text

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A A I A I	

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 Reading Standards for Informational Text

.5.

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 Reading Standards: Foundational Skills F.5.

BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECT ATION / 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 EXPECT ATION / BENCHMARK	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include **EXPECTATION** W.5.2.a. 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

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.

GRADE LEVEL

EXPECTATION /

BENCHMARK

$\ensuremath{\mathsf{MT.CC.S}}$ Speaking and Listening Standards L.5.

DOMAIN		
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 EXPECT ATION / 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

/ BENCHMARK

MT.CC.L. Language Standards

5.

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 9 Page 77-84

Montana Content Standards Language Arts Grade 5 - Adopted: 2011

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

BENCHMARK /	Key Ideas and Details
STANDARD	•

GRADE LEVEL RI.5.2.
EXPECTATION /
BENCHMARK

.5.

.5.

RI.5.8.

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 Reading Standards for Informational Text

BENCHMARK / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION /	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

BENCHMARK

MT.CC.RI Reading Standards for Informational Text

BENCHMARK / Integration of Knowledge and Ideas STANDARD

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

BENCHMARK

GRADE LEVEL

BENCHMARK

EXPECTATION /

 $\ensuremath{\mathsf{MT.CC.RI}}$ Reading Standards for Informational Text .5.

BENCHMARK / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION /	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 MT.CC.R Reading Standards: Foundational Skills STANDARD / F.5.
DOMAIN

BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECT ATION / 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.

MT.CC.W. Writing Standards 5.

BENCHMARK / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECT ATION / 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.

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 Speaking and Listening Standards

.5.

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / 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 Speaking and Listening Standards

BENCHMARK /

Comprehension and Collaboration

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

CONTENT STANDARD / DOMAIN

MT.CC.S Speaking and Listening Standards

L.5.

L.5.

BENCHMARK / Presentation of Knowledge and Ideas STANDARD
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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. Language Standards 5.

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / 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. Language Standards 5.

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / 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. Language Standards

BENCHMARK / STANDARD

Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION / BENCHMARK

Vocabulary Acquisition and Use

Use

Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade freeding 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 MT.CC.L. Language Standards STANDARD / 5.
DOMAIN

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 5: WRITING FROM PICTURES Week 10 Page 85-92
		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		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.

MT.CC.W. 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 EXPECT ATION / BENCHMARK	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

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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.

MT.CC.L. Language Standards 5.

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / BENCHMARK	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

5.

MT.CC.L. 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 5: WRITING FROM PICTURES Week 11 Page 93-100

Montana Content Standards Language Arts

Grade 5 - Adopted: 2011

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

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

BENCHMARK

MT.CC.RI Reading Standards for Informational Text .5.

BENCHMARK / STANDARD

Craft and Structure

GRADE LEVEL 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 MT.CC.RI Reading Standards for Informational Text STANDARD / .5.

DOMAIN

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).

$\ensuremath{\mathsf{MT.CC.RI}}$ Reading Standards for Informational Text .5.

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
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.)

MT.CC.X Writing Standards STANDARD I CONTENT STANDARD I COMPREhension and Collaboration CONTENT STANDARD I COMPREhension and Collaboration CONTENT STANDARD I COMPREhension and Collaboration CONTENT STANDARD I CONTENT S			
BENCHMARK / Research to Build and Present Knowledge READE LEVEL EXPECTATION W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Page 1	EXPECTATION /	W.5.6.	
GRADE LEVEL EXPECTATION WS.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. EXPECTATION WS.9. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence is support particular points in a text. identifying which reasons and evidence support which point[s]"). CONTENT STANDARD / 5. Range of Writing GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / L.5. Speaking and Listening Standards L.5. Comprehension and Collaboration STANDARD / Comprehension and Collaboration MT.CC.S Speaking and Listening Standards CONTENT STANDARD / Comprehension and Collaboration STANDARD / Comprehension and Collaboration MT.CC.L Language Standards S. Conventions of Standard English GRADE LEVEL EXPECTATION / BENCHMARK / Conventions of Standard English grammar and usage when writing or speaking. L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION LS.1.c. Use verb tense to convey various simes, sequences, states, and conditions. EXPECTATION LS.1.c. Language Standards 5. CONTENT STANDARD / Speaking. MT.CC.L Language Standards S. MT.CC.L Language Standards S. CONTENT STANDARD / Speaking. EXPECTATION LS.1.c. Use verb tense to convey various simes, sequences, states, and conditions. EXPECTATION LS.1.c. Language Standards 5. CONTENT STANDARD / Speaking. MT.CC.L Language Standards 5. CONTENT STANDARD / Speaking. MT.CC.L Language Standards 5. CONTENT STANDARD / Speaking. MT.CC.L Language Standards 5. CONTENT STANDARD / Speaking. CONTENT STANDARD / Speak	STANDARD /		Writing Standards
EXPECTATION WS.9.b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support which point(s)"). CONTENT STANDARD / S. BENCHMARK / STANDARD / DOMAIN WS.1.0. Writing Standards S. Range of Writing GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / LS. WT.CC.S Speaking and Listening Standards STANDARD / DOMAIN BENCHMARK / STANDARD / S. COMPRESSION OF STANDARD / S. SUMMARZE A written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. BENCHMARK / STANDARD / S. CONTENT STANDARD / S. WT.CC.L Language Standards S. CONTENT STANDARD / S. CONTENT STANDARD / S. WT.CC.L Language Standards S. CONTENT STANDARD / S. CONTENTS STANDARD / S. CONTE			Research to Build and Present Knowledge
Support particular points in a text, identifying which reasons and evidence support which point(s)"). MT.CC.W Writing Standards STANDARD / ST	EXPECTATION	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
BENCHMARK / STANDARD /	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]").
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN MT.CC.L. CONVENT STANDARD / DOMAIN MT.CC.L. CONVENT STANDARD / DOMAIN DESCRIPTION BENCHMARK / STANDARD / DOMAIN CONVENTION BENCHMARK / STANDARD / DOMAIN DESCRIPTION BENCHMARK / STANDARD / DOMAIN CONVENTION BENCHMARK / STANDARD / DOMAIN DESCRIPTION BENCHMARK / STANDARD / DOMAIN BENCHMARK / CONVENTION CONVENTION BENCHMARK / CONVENTION CONVENTION BENCHMARK / CONVENTION CONVENTION BENCHMARK / CONVENTION CONVENTENT CONVENTION CONVENTE CONVENTION CONVENTIO	STANDARD /		Writing Standards
SINGLE SITTED SINGLE STANDARD SINGLE STANDARD STANDARD Conventions of Standard English grammar and usage when writing or STANDARD STANDARD L.S.1. EXPECTATION / BENCHMARK Conventions of Standard English grammar and usage when writing or speaking. EXPECTATION / BENCHMARK Conventions of Standard English grammar and usage when writing or speaking. EXPECTATION L.S.1. Recognize and correct inappropriate shifts in verb tense. MT.CC.L. Language Standards L.S.1. Recognize and correct inappropriate shifts in verb tense. MT.CC.L. Language Standards L.S.1. Recognize and correct inappropriate shifts in verb tense.			Range of Writing
BENCHMARK / STANDARD / DOMAIN BENCHMARK / STANDARD / Comprehension and Collaboration GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN BENCHMARK / Conventions of Standard English GRADE LEVEL EXPECTATION / BENCHMARK / STANDARD / DOMAIN BENCHMARK / Conventions of Standard English GRADE LEVEL EXPECTATION / BENCHMARK / STANDARD / STANDARD / SPECIAL CONTENT STANDARD / BENCHMARK / STANDARD / BENCHMARK / STANDARD / SPECIAL CONVENTION / BENCHMARK / Conventions of Standard English in verb tense. CONTENT STANDARD / 5. CONTENT STANDARD / DOMAIN BENCHMARK / Conventions of Standard English Conventions of Standard English Conventions of Standard English	EXPECTATION /	W.5.10.	
GRADE LEVEL EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards SL.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. MT.CC.L. Use verb tense to convey various times, sequences, states, and conditions. MT.CC.L. Language Standards Conventions of Standard English grammar and usage when writing or speaking. EXPECTATION L.5.1. Use verb tense to convey various times, sequences, states, and conditions. EXPECTATION L.5.1. Recognize and correct inappropriate shifts in verb tense. CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards S. Conventions of Standard English Conventions of Standard English Conventions of Standard English	STANDARD /		Speaking and Listening Standards
EXPECTATION / BENCHMARK CONTENT STANDARD / DOMAIN BENCHMARK / Conventions of Standard English GRADE LEVEL EXPECTATION / BENCHMARK / Speaking. EXPECTATION L.5.1. Use verb tense to convey various times, sequences, states, and conditions. EXPECTATION L.5.1. Recognize and correct inappropriate shifts in verb tense. CONTENT STANDARD / DOMAIN MT.CC.L. Language Standards S. Conventions of Standard English grammar and usage when writing or speaking. MT.CC.L. Language Standards S. Conventions of Standard English Conventions of Standard English Conventions of Standard English			Comprehension and Collaboration
BENCHMARK / STANDARD Conventions of Standard English GRADE LEVEL EXPECTATION 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 DOMAIN Conventions of Standard English CONVENTION Conventions of Standard English Conventions of Standard English Conventions of Standard English Conventions On Standard E	EXPECTATION /	SL.5.2.	· · · · · · · · · · · · · · · · · · ·
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. Language Standards 5. BENCHMARK / Conventions of Standard English	STANDARD /		Language Standards
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 STANDARD / DOMAIN Conventions of Standard English			Conventions of Standard English
EXPECTATION L.5.1.d. Recognize and correct inappropriate shifts in verb tense. CONTENT MT.CC.L. Language Standards STANDARD / 5. BENCHMARK / Conventions of Standard English	EXPECTATION	L.5.1.	
CONTENT MT.CC.L. Language Standards STANDARD / 5. DOMAIN BENCHMARK / Conventions of Standard English	EXPECTATION	L.5.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
STANDARD / 5. DOMAIN BENCHMARK / Conventions of Standard English	EXPECTATION	L.5.1.d.	Recognize and correct inappropriate shifts in verb tense.
	STANDARD /		Language Standards
STANDARD	BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	EXPECTATION	L.5.2.	

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

CONTENT STANDARD / DOMAIN

5.

MT.CC.L. Language Standards

BENCHMARK / STANDARD

Knowledge of Language

GRADE LEVEL EXPECT ATION / BENCHMARK

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

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

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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. Language Standards 5.

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 5: WRITING FROM PICTURES Week 12 Page 101-110

Montana Content Standards
Language Arts

Grade 5 - Adopted: 2011

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

BENCHMARK / Range of Reading and Level of Text Complexity

GRADE LEVEL 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.

BENCHMARK

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

BENCHMARK / STANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

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	Writing Standards
BENCHMARK / STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION / BENCHMARK		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		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		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	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 Speaking and Listening Standards

L.5.

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. Language Standards

5.

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. Language Standards

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECTATION / BENCHMARK	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. Language Standards

5.

5.

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

 ${\it Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.}$ **EXPECTATION** L.5.3.a.

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / BENCHMARK	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 Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.5.4.a.

CONTENT STANDARD / **DOMAIN**

MT.CC.L. 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 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

Montana Content Standards Language Arts Grade 5 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

MT.CC.R Reading Standards for Literature

BENCHMARK / **Key Ideas and Details STANDARD**

GRADE LEVEL RL.5.1. EXPECTATION / **BENCHMARK**

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 Reading Standards for Informational Text

.5.

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 Reading Standards for Informational Text

.5.

BENCHMARK / **STANDARD**

Craft and Structure

GRADE LEVEL EXPECTATION / **BENCHMARK**

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.4.

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 /	MT.CC.RI Reading Standards for Informational Text	

DOMAIN

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 Reading Standards for Informational Text

F.5.

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 Reading Standards: Foundational Skills

BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECT ATION / 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 .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.	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 /	MT.CC.W	Writing Standards

BENCHMARK / STANDARD

Range of Writing

W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **BENCHMARK** CONTENT MT.CC.S Speaking and Listening Standards STANDARD / **DOMAIN** BENCHMARK / Comprehension and Collaboration **STANDARD GRADE LEVEL** SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, EXPECTATION / quantitatively, and orally. **BENCHMARK** CONTENT MT.CC.L. Language Standards STANDARD / 5. **DOMAIN** BENCHMARK / Conventions of Standard English **STANDARD GRADE LEVEL** L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECTATION** speaking. / BENCHMARK **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 MT.CC.L. Language Standards STANDARD / 5. **DOMAIN** BENCHMARK / Conventions of Standard English STANDARD **GRADE LEVEL** L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECTATION** spelling when writing. / BENCHMARK **EXPECTATION** L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. CONTENT MT.CC.L. Language Standards STANDARD / 5. **DOMAIN** BENCHMARK / Knowledge of Language **STANDARD GRADE LEVEL** L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **EXPECTATION** / BENCHMARK **EXPECTATION** L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CONTENT MT.CC.L. Language Standards STANDARD / 5. **DOMAIN**

BENCHMARK /

STANDARD

Vocabulary Acquisition and Use

GRADE LEVEL EXPECT ATION / BENCHMARK	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.

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.a.

CONTENT **DOMAIN**

MT.CC.L. Language Standards

STANDARD /

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 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

Montana Content Standards Language Arts Grade 5 - Adopted: 2011

CONTENT STANDARD / MT.CC.R Reading Standards for Literature

DOMAIN

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 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 Reading Standards for Informational Text

.5.

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 /	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.	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.

STANDARD		
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

	 	 	9 -
.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	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 /	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.

MT.CC.S Speaking and Listening Standards L.5.

STANDARD / DOMAIN	L.5.	
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

	NCHMARK / ANDARD	Vocabulary Acquisition and Use	
EX	RADE LEVEL RPECTATION BENCHMARK	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.	

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

MT.CC.L. Language Standards 5.

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 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

Montana Content Standards Language Arts

Grade 5 - Adopted: 2011

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

BENCHMARK /	Key Ideas and Details
STANDARD	

RL.5.1.

.5.

GRADE LEVEL EXPECTATION / BENCHMARK 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 Reading Standards for Informational Text

BENCHMARK /	Key Ideas and Details	
CTANDADD		

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 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.

MT.CC.RI Reading Standards for Informational Text .5.

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 Reading Standards for Informational Text .5.

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

F.5.

EXPECTATION /

BENCHMARK

MT.CC.R Reading Standards: Foundational Skills

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

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

CONTENT STANDARD / **DOMAIN**

BENCHMARK /

EXPECTATION

MT.CC.W. Writing Standards 5.

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

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

	 	 	9 -
.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	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 /	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.

$\operatorname{MT.CC.S}$ Speaking and Listening Standards L.5.

DOMAIN	L.J.	
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
DENGLIMADIC I		Knowledge of Language
BENCHMARK / STANDARD		Knowledge of Language

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

MT.CC.L. Language Standards 5.

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / BENCHMARK	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. Language Standards

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL I EXPECTATION / BENCHMARK	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

BENCHMARK /

/ BENCHMARK

MT.CC.W. Writing Standards 5.

Text Types and Purposes

STANDARD	
GRADE LEVEL EXPECTATION	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 a	Provide a concluding statement or section related to the information or explanation presented.
LAFLUIATION	VV.J.Z.C.	FIDVIDE A CONCIDENTAL STATEMENT OF SECTION FEATER TO THE INDIVIDUAL OF EXPIANATION DIESENTED.

CONTENT STANDARD / DOMAIN

BENCHMARK

MT.CC.W Writing Standards .5.

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

MT.CC.L. Language Standards

5.

BENCHMARK / STANDARD		Knowledge of Language
GRADE LEVEL EXPECT ATION / BENCHMARK		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.

UNIT 7: INVENTIVE WRITING Week 17 Page 147-152

Montana Content Standards Language Arts

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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.
EXPECTATION	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.

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 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; summarized 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
		Demonstrate command of the conventions of standard English capitalization, punctuation, and

EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. CONTENT MT.CC.L. Language Standards STANDARD / 5. **DOMAIN** BENCHMARK / Knowledge of Language **STANDARD GRADE LEVEL** L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **EXPECTATION** / BENCHMARK **EXPECTATION** L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. UNIT 7: INVENTIVE WRITING Week 18 Page 153-158 Montana Content Standards Language Arts Grade 5 - Adopted: 2011 CONTENT MT.CC.W. Writing Standards STANDARD / **DOMAIN** BENCHMARK / **Text Types and Purposes STANDARD GRADE LEVEL** W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, **EXPECT ATION** descriptive details, and clear event sequences. / BENCHMARK **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 MT.CC.W Writing Standards STANDARD / .5.

DOMAIN

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 / Range of Writing STANDARD	BENCHMARK / STANDARD
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W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a **GRADE LEVEL** EXPECTATION / single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **BENCHMARK** CONTENT MT.CC.S Speaking and Listening Standards STANDARD / **DOMAIN** BENCHMARK / Comprehension and Collaboration **STANDARD GRADE LEVEL** SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, EXPECTATION / quantitatively, and orally. **BENCHMARK** CONTENT MT.CC.L. Language Standards STANDARD / 5. **DOMAIN** BENCHMARK / Conventions of Standard English STANDARD L.5.1. GRADE LEVEL Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECTATION** speaking. / BENCHMARK **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 MT.CC.L. Language Standards STANDARD / 5. **DOMAIN** BENCHMARK / Conventions of Standard English **STANDARD GRADE LEVEL** L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECT ATION** spelling when writing. / BENCHMARK **EXPECTATION** L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. CONTENT MT.CC.L. Language Standards STANDARD / 5. **DOMAIN** BENCHMARK / Knowledge of Language **STANDARD GRADE LEVEL** L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **EXPECTATION** / BENCHMARK **EXPECTATION** L.5.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CONTENT MT.CC.L. Language Standards STANDARD / 5. **DOMAIN**

BENCHMARK / Vocabulary Acquisition and Use STANDARD

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

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176

Montana Content Standards Language Arts

Grade 5 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

MT.CC.R Reading Standards for Literature

BENCHMARK / STANDARD	Key Ideas and Details

RL.5.1.

GRADE LEVEL EXPECTATION / **BENCHMARK**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

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 Reading Standards for Informational Text

.5.

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	MT.CC.R	I Reading Standards for Informational Text

STANDARD / **DOMAIN**

MT.CC.RI Reading Standards for Informational Text .5.

BENCHMARK /	Integration of Knowledge and Ideas
STANDARD	

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.

 $\ensuremath{\mathsf{MT.CC.RI}}$ Reading Standards for Informational Text .5.

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 Reading Standards: Foundational Skills

F.5.

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.

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	Writing Standards
STANDARD /		Writing Standards Research to Build and Present Knowledge
ST ANDARD / DOMAIN BENCHMARK /	5. W.5.9.	
STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION	5. W.5.9.	Research to Build and Present Knowledge
STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK	W.5.9. W.5.9.b.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION CONTENT STANDARD /	W.5.9. W.5.9.b.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STANDARD / DOMAIN BENCHMARK / STANDARD GRADE LEVEL EXPECTATION / BENCHMARK EXPECTATION CONTENT STANDARD / DOMAIN BENCHMARK /	W.5.9. W.5.9.b.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Writing Standards

BENCHMARK / STANDARD

Comprehension and Collaboration

GRADE LEVEL SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, EXPECTATION / quantitatively, and orally. **BENCHMARK** CONTENT MT.CC.S Speaking and Listening Standards STANDARD / **DOMAIN** BENCHMARK / Presentation of Knowledge and Ideas **STANDARD GRADE LEVEL** SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, EXPECTATION / descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians. **BENCHMARK** CONTENT MT.CC.L. Language Standards STANDARD / 5. **DOMAIN** BENCHMARK / Conventions of Standard English STANDARD **GRADE LEVEL** L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or **EXPECTATION** speaking. / BENCHMARK **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 MT.CC.L. Language Standards STANDARD / 5. **DOMAIN** BENCHMARK / Conventions of Standard English **STANDARD GRADE LEVEL** L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and **EXPECT ATION** spelling when writing. / BENCHMARK **EXPECTATION** L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed. CONTENT MT.CC.L. Language Standards STANDARD / 5. **DOMAIN** BENCHMARK / Knowledge of Language **STANDARD GRADE LEVEL** L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. **EXPECTATION** / BENCHMARK

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

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

	CHMARK / NDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / BENCHMARK		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.
FYPECTATION	15/12	Use contact (a.g., cause/affect relationships and comparisons in text) as a clue to the meaning of a word or phrase

MT.CC.L. Language Standards

5.

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 8: FORMAL ESSAY MODELS Week 20 Page 177-194

Montana Content Standards Language Arts

Grade 5 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

MT.CC.R Reading Standards for Literature L.5.

Key Ideas and Details

GRADE LEVEL EXPECTATION / **BENCHMARK**

RL.5.1.

BENCHMARK /

STANDARD

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 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 /	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**

BENCHMARK

MT.CC.RI 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.

STANDARD		
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

	 	 	9 -
.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	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 /	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.

$\operatorname{MT.CC.S}$ Speaking and Listening Standards L.5.

DOMAIN	L.J.	
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

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

MT.CC.L. Language Standards 5.

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / BENCHMARK	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. 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 8: FORMAL ESSAY MODELS Week 21 Page 195-216

Montana Content Standards Language Arts

Grade 5 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

MT.CC.R Reading Standards for Literature L.5.

BENCHMARK / STANDARD		Key Ideas and Details
GRADE LEVEL	RL.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**

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

BENCHMARK / STANDARD	Craft and Structure		
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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.

 $\ensuremath{\mathsf{MT.CC.RI}}$ Reading Standards for Informational Text .5.

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 /	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

BENCHMARK

MT.CC.RI Reading Standards for Informational Text

BENCHMARK / STANDARD

Range of Reading and Level of Text Complexity

GRADE LEVEL 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

F.5.

BENCHMARK

MT.CC.R Reading Standards: Foundational Skills

BENCHMARK / Fluency
STANDARD

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 /	Text Types and Purposes
STANDARD	

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.

MT.CC.W 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 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. Writing Standards

5.

BENCHMARK / STANDARD	Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION / BENCHMARK	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	ı
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.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.

 ${\sf EXPECTATION} \qquad {\sf L.5.2.e.} \qquad {\sf Spell \ grade-appropriate \ words \ correctly, \ consulting \ references \ as \ needed.}$

MT.CC.L. Language Standards 5.

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.

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

CONTENT STANDARD / MT.CC.L. Language Standards

5.

DOMAIN

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / BENCHMARK	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.

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.a.

CONTENT STANDARD / **DOMAIN**

MT.CC.L. Language Standards

5.

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL L.5.6. EXPECTATION / BENCHMARK	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 9: FORMAL CRITIQUE Week 22 Page 217-232

Montana Content Standards Language Arts

Grade 5 - Adopted: 2011

CONTENT STANDARD / **DOMAIN**

MT.CC.R Reading Standards for Literature

BENCHMARK / **Key Ideas and Details STANDARD**

L.5.

GRADE LEVEL 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 EXPECTATION / respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Include texts by and **BENCHMARK** about American Indians.

CONTENT STANDARD / **DOMAIN**

MT.CC.R Reading Standards for Literature L.5.

BENCHMARK / Craft and Structure **STANDARD GRADE LEVEL** RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, EXPECTATION / drama, or poem. BENCHMARK

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 Writing Standards

BENCHMARK / STANDARD	Range of Writing
GRADE LEVEL W.5.10 EXPECTATION / BENCHMARK	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 MT.CC.SL Speaking and Listening Standards STANDARD / DOMAIN

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / 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 MT.CC.S Speaking and Listening Standards STANDARD / L.5. DOMAIN

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.

MT.CC.L. Language Standards 5.

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / 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. Language Standards 5.

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	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. Language Standards 5.

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.

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

CONTENT STANDARD / DOMAIN

EXPECTATION

MT.CC.L. Language Standards 5.

L.5.3.b.

BENCHMARK / STANDARD	Vocabulary Acquisition and Use
GRADE LEVEL EXPECT ATION / BENCHMARK	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. Language Standards 5.

Vocabulary Acquisition and Use

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 9: FORMAL CRITIQUE Week 23 Page 233-244

Montana Content Standards Language Arts

Grade 5 - Adopted: 2011

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

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 Reading Standards for Literature

STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION /	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.
BENCHMARK		

GRADE LEVEL EXPECTATION / BENCHMARK 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 Reading Standards for Literature

BENCHMARK / STANDARD

Range of Reading and Level of Text Complexity

GRADE LEVEL

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

BENCHMARK

MT.CC.R Reading Standards: Foundational Skills F.5.

RL.5.6.

L.5.

BENCHMARK / STANDARD		Fluency
GRADE LEVEL EXPECTATION / BENCHMARK		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.

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

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.)

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

BENCHMARK

CONTENT

STANDARD / DOMAIN

GRADE LEVEL EXPECTATION /

minimum of two pages in a single sitting.

MT.CC.W. Writing Standards 5.

W.5.6.

BENCHMARK / STANDARD	Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION / BENCHMARK	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.

MT.CC.SL Speaking and Listening Standards .5.

BENCHMARK / STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION / 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 Speaking and Listening Standards

L.5.

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. Language Standards 5.

BENCHMARK / STANDARD		Conventions of Standard English
GRADE LEVEL EXPECT ATION / 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. Language Standards

5.

BENCHMARK / STANDARD	Conventions of Standard English
GRADE LEVEL EXPECT ATION / BENCHMARK	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. Language Standards

5.

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.

MT.CC.L. Language Standards

Vocabulary Acquisition and Use BENCHMARK / **STANDARD GRADE LEVEL** L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade **EXPECTATION** 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**

/ BENCHMARK

MT.CC.L. Language Standards 5.

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 /

MT.CC.RI Reading Standards for Informational Text .5.

DOMAIN

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. Writing Standards 5.

STANDARD	Text Types and Purposes
GRADE LEVEL EXPECTATION / BENCHMARK	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.

MT.CC.W 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 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**

BENCHMARK /

MT.CC.S Speaking and Listening Standards

Comprehension and Collaboration

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

CONTENT STANDARD / **DOMAIN**

BENCHMARK

MT.CC.L. Language Standards

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