## 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 MT.CC.RI Reading Standards for Informational Text
ST ANDARD I
DOMAIN

| BENCHMARK I <br> ST ANDARD |  | Key Ideas and Details |
| :--- | :--- | :--- |
|  |  |  |
| GRADE LEVEL <br> 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 |  |  |

CONTENT MT.CC.RI Reading Standards for Informational Text

| BENCHMARK I <br> ST ANDARD | 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 ST ANDARD I DOMAIN

MT.CC.RI Reading Standards for Informational Text
. 5.
BENCHMARK I Integration of Knowledge and Ideas

ST ANDARD

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 /
BENCHMARK evidence support which point(s).

CONTENT MT.CC.RI Reading Standards for Informational Text ST ANDARD I . 5. DOMAIN

BENCHMARK I ST ANDARD

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 EXPECTATION / BENCHMARK 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 I F.5.
DOMAIN

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 MT.CC.W. Writing Standards
```

ST ANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION I BENCHMARK

Text Types and Purposes
W.5.2. Write informativelexplanatory texts to examine a topic and convey ideas and information clearly.
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

CONTENT MT.CC.W Writing Standards

ST ANDARD I
DOMAIN
. 5.

Production and Distribution of Writing
BENCHMARK I
ST ANDARD

GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION /
BENCHMARK

| GRADE LEVEL | W.5.5. | With guidance and su <br> editing, rewriting, or try |
| :--- | :--- | :--- |
| EXPECTATION / |  |  |$\quad$| standards 1-3 up to a |
| :--- |
| BENCHMARK |$\quad$| MT.CC.W Writing Standards |
| :--- |
| CONTENT |
| STANDARD / <br> DOMAIN |

DOMAIN

| BENCHMARK I <br> ST ANDARD |  | Research to Build and Present Knowledge |
| :--- | :--- | :--- | | GRADE LEVEL |
| :--- |
| EXPECTATION / <br> BENCHMARK |

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

## BENCHMARK I <br> ST ANDARD

Research to Build and Present Knowledge
W.5.9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

## EXPECTATION

CONTENT
ST ANDARD I
DOMAIN

## BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

CONTENT

## ST ANDARD I

 DOMAIN
## BENCHMARK I

ST ANDARD

## GRADE LEVEL EXPECT ATION

 I BENCHMARKMT.CC.W Writing Standards
. 5.

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

## Comprehension and Collaboration

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 I L.5.
DOMAIN

| BENCHMARK I ST ANDARD |  | Comprehension and Collaboration |
| :---: | :---: | :---: |
| GRADE LEVEL <br> EXPECTATION / <br> BENCHMARK | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT ST ANDARD I DOMAIN | $\begin{aligned} & \text { MT.CC.S } \\ & \text { L.5. } \end{aligned}$ | Speaking and Listening Standards |
| BENCHMARK I ST ANDARD |  | 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 SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See EXPECTATION / BENCHMARK

CONTENT ST ANDARD I MT.CC.L. Language Standards DOMAIN
5.

BENCHMARK
STANDARD

## grade level EXPECTATION

 I BENCHMARK
## Vocabulary Acquisition and Use

## 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.

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

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

Montana Content Standards
Language Arts
Grade 5 - Adopted: 2011

CONTENT MT.CC.RI Reading Standards for Informational Text

| BENCHMARK I | Key Ideas and Details |
| :--- | :--- |
| ST ANDARD |  |

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
CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD /
DOMAIN

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

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

DOMAIN

| BENCHMARK <br> ST ANDARD |  | Integration of Knowledge and Ideas |
| :--- | :--- | :--- |
|  |  |  |
| GRADE LEVEL <br> EXPECTATION / | RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and <br> evidence support which point(s). |

CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD / .5.

## BENCHMARK I

 ST ANDARDGRADE LEVEL
RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and EXPECTATION / BENCHMARK

Range of Reading and Level of Text Complexity
$\begin{array}{ll} & \\ \text { CONTENT } & \text { MT.CC.R Reading Standards: Foundational Skills } \\ \text { ST ANDARD / F.5. }\end{array}$
ST ANDARD I F.5. DOMAIN

## BENCHMARK I

 ST ANDARDRF.5.4.

## EXPECTATION

## EXPECTATION

CONTENT
ST ANDARD I 5.
DOMAIN

## BENCHMARK I

## ST ANDARD

## GRADE LEVEL EXPECTATION

 I BENCHMARKRF.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.

MT.CC.W. Writing Standards
5.

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 | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I | .5. |

## BENCHMARK I ST ANDARD

GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION / BENCHMARK

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 | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD $/ 5$. |  |

## BENCHMARK /

 ST ANDARDGRADE LEVEL
EXPECTATION I BENCHMARK

Research to Build and Present Knowledge
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9.b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to

EXPECTATION

## support particular points in a text, identifying which reasons and evidence support which point[s]").

| CONTENT | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I |  |
| . 5 . |  | DOMAIN

## BENCHMARK I ST ANDARD

GRADE LEVEL
EXPECTATION /
BENCHMARK

CONTENT MT.CC.SLSpeaking and Listening Standards
ST ANDARD / .5.
DOMAIN

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECTATION I BENCHMARK

## 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.

## Comprehension and Collaboration

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.

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.

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

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.

ST ANDARD I
DOMAIN

## CONTENT <br> MT.CC.S Speaking and Listening Standards

L.5.

## BENCHMARK I

ST ANDARD

GRADE LEVEL
EXPECTATION /
BENCHMARK

Comprehension and Collaboration

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

GRADE LEVEL SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,
Presentation of Knowledge and Ideas 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 ST ANDARD I DOMAIN


## Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

MT.CC.L. Language Standards
STANDARD I 5.
DOMAIN


EXPECTATION

## BENCHMARK I

 ST ANDARD
## GRADE LEVEL EXPECTATION I BENCHMARK

## Conventions of Standard English

Demonstrate command of the conventions of standard English capitalization, punctuation, and
L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed.

\section*{| L.5.2. | $\begin{array}{l}\text { Demonstrate comman } \\ \text { spelling when writing. }\end{array}$ |
| :--- | :--- | <br> MT.CC.L. Language Standards <br> 5.}

## Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3. U
L.5.3.a

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

CONTENT
ST ANDARD I DOMAIN

5.

MT.CC.L. Language Standards

Vocabulary Acquisition and Use
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.

GRADE LEVEL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including EXPECTATION / BENCHMARK 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 MT.CC.RI Reading Standards for Informational Text
ST ANDARD I
DOMAIN

| BENCHMARK I ST ANDARD |  | 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 |  |  |  |

CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I .5. DOMAIN

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

CONTENT MT.CC.RI Reading Standards for Informational Text

| BENCHMARK I <br> ST ANDARD |  | Integration of Knowledge and Ideas |
| :--- | :--- | :--- |
|  |  |  |
| GRADE LEVEL <br> EXPECTATION / RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and <br> evidence support which point(s). |  |

CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I .5.
DOMAIN

| BENCHMARK I |
| :--- | :--- | :--- |
| ST ANDARD |$\quad$ 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 EXPECTATION / technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
BENCHMARK

| BENCHMARK $/$ <br> ST ANDARD | Fluency |  |
| :--- | :--- | :--- |
| GRADE LEVEL <br> EXPECTATION RF.5.4. Read with sufficient accuracy and fluency to support comprehension. <br> I 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 MT.CC.W. Writing Standards
STANDARD I 5.
```

DOMAIN

EXPECTATION

EXPECTATION

ST ANDARD /
DOMAIN

## BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

## GRADE LEVEL <br> EXPECTATION / <br> BENCHMARK

GRADE LEVEL EXPECTATION / BENCHMARK 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
ST ANDARD I DOMAIN

BENCHMARK I
ST ANDARD

GRADE LEVEL EXPECTATION I 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.

CONTENT MT.CC.W Writing Standards

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

## BENCHMARK I

Range of Writing

## ST ANDARD

GRADE LEVEL W.5.10
EXPECTATION / BENCHMARK
CONTENT MT.CC.SL Speaking and Listening Standards
ST ANDARD / .5.

## BENCHMARK /

 ST ANDARDGRADE LEVEL
EXPECTATION I BENCHMARK

## EXPECTATION

## Comprehension and Collaboration

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.

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
ST ANDARD I
L.5.

DOMAIN

| BENCHMARK <br> ST ANDARD |  | Comprehension and Collaboration |
| :--- | :--- | :--- |
|  |  |  |
| GRADE LEVEL <br> EXPECTATION / <br> BENCHMARK | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, <br> quantitatively, and orally. |

CONTENT MT.CC.S Speaking and Listening Standards
ST ANDARD I
DOMAIN
L.5.

| BENCHMARK <br> ST ANDARD |  | Presentation of Knowledge and Ideas |
| :--- | :--- | :--- |
| GRADE LEVEL  <br> EXPECTATION / SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, <br> descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by <br> BENCHMARKand about American Indians. |  |  |


L.5.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

MT.CC.L. Language Standards
CONTENT
ST ANDARD I DOMAIN

BENCHMARK I ST ANDARD

## GRADE LEVEL EXPECTATION I BENCHMARK

EXPECTATION

CONTENT
ST ANDARD I DOMAIN

## BENCHMARK /

ST ANDARD
GRADE LEVEL
EXPECTATION
I BENCHMARK

## Conventions of Standard English

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

MT.CC.L. Language Standards
5.

Knowledge of Language
L.5.3.

CONTENT ST ANDARD I DOMAIN

## BENCHMARK I

## ST ANDARD

## GRADE LEVEL <br> EXPECT ATION I BENCHMARK

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

MT.CC.L. Language Standards
5.

Vocabulary Acquisition and Use
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 MT.CC.L. Language Standards
ST ANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION / BENCHMARK

## Vocabulary Acquisition and Use

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).

[^0]
## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION /
BENCHMARK

Key Ideas and Details respond to challenges or how speakerin a poem reftects upon a topic; summarize the text.include texts by and about American Indians.

## CONTENT MT.CC.R Reading Standards for Literature <br> STANDARD I L.5.

DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION / BENCHMARK

## Craft and Structure

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 RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of EXPECTATION / BENCHMARK
CONTENT MT.CC.R Reading Standards for Literature
ST ANDARD I L.5.
DOMAIN

BENCHMARK I ST ANDARD

Range of Reading and Level of Text Complexity

GRADE LEVEL
EXPECTATION /
BENCHMARK

CONTENT
ST ANDARD I DOMAIN

## BENCHMARK I

## ST ANDARD

GRADE LEVEL
EXPECTATION I BENCHMARK

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

EXPECTATION

EXPECTATION

CONTENT
STANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARDRF.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.

MT.CC.W. Writing Standards

Text Types and Purposes

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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 | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD / |  |
| DOMAIN |  |

## BENCHMARK I Production and Distribution of Writing ST ANDARD

GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION / audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
BENCHMARK
GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECTATION /
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 /
BENCHMARK as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a

| CONTENT | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD $/$ | 5. |

STANDARD I 5.
DOMAIN

| BENCHMARK I ST ANDARD |  | Research to Build and Present Knowledge |
| :---: | :---: | :---: |
| GRADE LEVEL EXPECTATION I 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, 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 |
| :--- | :--- |
| ST ANDARD I .5. |  |


| BENCHMARK I |
| :--- | :--- |
| STANDARD |$\quad$ Range of Writing

GRADE LEVEL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION /
BENCHMARK single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

| CONTENT | MT.CC.SLSpeaking and Listening Standards |
| :--- | :--- |
| ST ANDARD I |  |
| DOMAIN |  |

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECT ATION I BENCHMARK

## Comprehension and Collaboration

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.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 I L.5.

## BENCHMARK I ST ANDARD

GRADE LEVE EXPECTATION / BENCHMARK

Comprehension and Collaboration

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 I L.5. DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION /
BENCHMARK

## Presentation of Knowledge and Ideas

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
ST ANDARD I DOMAIN

BENCHMARK I
ST ANDARD

GRADE LEVEL
EXPECTATION
EXPECTATION
I BENCHMARK

MT.CC.L. Language Standards
5.

| Conventions of Standard English |  |  |  |  |  |  |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| L.5.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or <br> speaking. |  |  |  |  |  |

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

MT.CC.L. Language Standards
CONTENT
ST ANDARD I
DOMAIN

## BENCHMARK I

ST ANDARD
GRADE LEVEL
EXPECT ATION I BENCHMARK

## Conventions of Standard English

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

## spelling when writing. <br> L.5.2.

L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed.
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 L.5.3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

| CONTENT | MT.CC.L. Language Standards |
| :--- | :--- |
| ST ANDARD $/ \quad 5$. |  |

## BENCHMARK I

ST ANDARD

## GRADE LEVEL <br> EXPECT ATION I BENCHMARK

## 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.

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

EXPECTATION
CONTENT MT.CC.L. Language Standards

STANDARD I 5.
DOMAIN

| BENCHMARK <br> ST ANDARD | Vocabulary Acquisition and Use |
| :--- | :--- |

GRADE LEVEL
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 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

## Montana Content Standards

Language Arts
Grade 5 - Adopted: 2011
CONTENT MT.CC.R Reading Standards for Literature
ST ANDARD I L.5.
DOMAIN

## BENCHMARK I ST ANDARD <br> 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 MT.CC.R Reading Standards for Literature
STANDARD I L.5.
DOMAIN

| BENCHMARK I <br> ST ANDARD | Craft and Structure |
| :--- | :--- |

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 /
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.

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 MT.CC.R Reading Standards: Foundational Skills
ST ANDARD I F.5. DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECT ATION I BENCHMARK

EXPECTATION

EXPECTATION

CONTENT
ST ANDARD DOMAIN

## BENCHMARK I

ST ANDARD

## GRADE LEVEL EXPECTATION

 I BENCHMARK
## Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

## 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.

MT.CC.W. Writing Standards
5.

## Text Types and Purposes

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 MT.CC.W Writing Standards

ST ANDARD I . 5.
DOMAIN

BENCHMARK I ST ANDARD

GRADE LEVEL
EXPECTATION / BENCHMARK

## Production and Distribution of Writing

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 W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXPECTATION / BENCHMARK
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 | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD $/ 5$. |  |

## BENCHMARK /

 ST ANDARDGRADE LEVEL
EXPECTATION I BENCHMARK

Research to Build and Present Knowledge
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 MT.CC.W Writing Standards
ST ANDARD /
I .5. DOMAIN

## BENCHMARK I ST ANDARD

## Range of Writing

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / BENCHMARK single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT MT.CC.SLSpeaking and Listening Standards
ST ANDARD I . 5 .
DOMAIN

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECTATION I BENCHMARK

## EXPECTATION

## Comprehension and Collaboration

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.

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.

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

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
ST ANDARD I
DOMAIN
L. 5.

## BENCHMARK I

ST ANDARD

GRADE LEVEL
EXPECTATION /
BENCHMARK

Comprehension and Collaboration

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

BENCHMARK I ST ANDARD

EXPECTATION / BENCHMARK

Presentation of Knowledge and Ideas
S.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 MT.CC.L. Language Standards
STANDARD I 5. DOMAIN

BENCHMARK I ST ANDARD

## GRADE LEVEL EXPECT ATION I BENCHMARK

EXPECTATION

CONTENT
ST ANDARD I
5.

DOMAIN

## BENCHMARK / <br> ST ANDARD <br> GRADE LEVEL EXPECTATION I BENCHMARK

| L.5.1. | D |
| :--- | :--- | :--- |

## Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

MT.CC.L. Language Standards

| Conventions of Standard English |  |
| :--- | :--- |
| L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and <br> spelling when writing. |

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

```
CONTENT ST ANDARD I DOMAIN
5.
```


## BENCHMARK I

## ST ANDARD

GRADE LEVEL
EXPECTATION I BENCHMARK

MT.CC.L. Language Standards

## Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## L.5.3.

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

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

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECTATION I BENCHMARK

## 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.

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

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.

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION /
BENCHMARK

Vocabulary Acquisition and Use
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 6 Page 53-60

## Montana Content Standards

Language Arts
Grade 5 - Ado pted: 2011
CONTENT MT.CC.R Reading Standards for Literature
ST ANDARD / L.5.

## BENCHMARK I ST ANDARD

Key Ideas and Details

GRADE LEVEL RL.5.2.
EXPECTATION /
BENCHMARK about American Indians.

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

CONTENT MT.CC.R Reading Standards for Literature

## ST ANDARD I

DOMAIN

## BENCHMARK I

 ST ANDARDCraft and Structure

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 / BENCHMARK 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 ST ANDARD I DOMAIN

## BENCHMARK I

ST ANDARD

GRADE LEVEL EXPECTATION /
BENCHMARK

Range of Reading and Level of Text Complexity

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
ST ANDARD I DOMAIN

## RF.5.4.

Read with sufficient accuracy and fluency to support comprehension.

```
CONTENT MT.CC.W. Writing Standards
ST ANDARD I 5.
DOMAIN
```

BENCHMARK I ST ANDARD

GRADE LEVEL EXPECT ATION I BENCHMARK

## Text Types and Purposes

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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 MT.CC.W Writing Standards

ST ANDARD I DOMAIN

## BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

## Production and Distribution of Writing

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 <br> XPECTATION / <br> BENCHMARK

GRADE LEVEL
EXPECTATION /
BENCHMARK
W.5.6 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
ST ANDARD I
DOMAIN

## BENCHMARK I

ST ANDARD

GRADE LEVEL EXPECT ATION I BENCHMARK

MT.CC.W. Writing Standards
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.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / BENCHMARK
single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT ST ANDARD I DOMAIN

MT.CC.SLSpeaking and Listening Standards
. 5.

BENCHMARK I ST ANDARD

GRADE LEVEL EXPECT ATION I BENCHMARK

Comprehension and Collaboration

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

CONTENT MT.CC.S Speaking and Listening Standards
ST ANDARD I
L.5.

DOMAIN

BENCHMARK I ST ANDARD

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

CONTENT MT.CC.S Speaking and Listening Standards

## STANDARD I L.5.

DOMAIN

## BENCHMARK I ST ANDARD

GRADE LEVEL
EXPECTATION /
BENCHMARK

Presentation of Knowledge and Ideas

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

## BENCHMARK /

 ST ANDARDGRADE LEVEL EXPECTATION I BENCHMARK

## Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Recognize and correct inappropriate shifts in verb tense.

BENCHMARK I ST ANDARD

## GRADE LEVEL

 EXPECTATION I BENCHMARKConventions of Standard English
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 MT.CC.L. Language Standards
ST ANDARD $\quad 5$.

ST ANDARD I 5.
DOMAIN

| BENCHMARK $/$ <br> ST ANDARD | Knowledge of Language |
| :--- | :--- | :--- |
| GRADE LEVEL <br> EXPECTATION <br> I 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 MT.CC.L. Language Standards
ST ANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARD
## GRADE LEVEL EXPECT ATION I BENCHMARK

## EXPECTATION

CONTENT ST ANDARD I DOMAIN

## BENCHMARK I <br> ST ANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

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.
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.

## MT.CC.L. Language Standards

5. 

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

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68
Montana Content Standards
Language Arts
Grade 5 - Adopted: 2011
CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I
DOMAIN

BENCHMARK I
ST ANDARD

## 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
CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD / .5.

## BENCHMARK I

 ST ANDARD
## GRADE LEVEL

 EXPECTATION / BENCHMARK
## Craft and Structure

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 ST ANDARD I .5. DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION / BENCHMARK

Integration of Knowledge and Ideas

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 MT.CC.RI Reading Standards for Informational Text
ST ANDARD I DOMAIN

## BENCHMARK I ST ANDARD

## GRADE LEVEL

EXPECTATION / BENCHMARK

## Range of Reading and Level of Text Complexity

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


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.

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 MT.CC.W. Writing Standards

STANDARD I 5
DOMAIN

| BENCHMARK I ST ANDARD |  | Text Types and Purposes |
| :---: | :---: | :---: |
| GRADE LEVEL EXPECTATION I BENCHMARK | W.5.2. | Write informativelexplanatory 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 MT.CC.W Writing Standards
ST ANDARD I .5.
DOMAIN

## BENCHMARK I

Production and Distribution of Writing
ST ANDARD

GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION / audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
BENCHMARK
GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECTATION /

BENCHMARK $\quad$| 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 / BENCHMARK 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 | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I |  |
| DOMAIN |  |

BENCHMARK I ST ANDARD

## EXPECTATION /

BENCHMARK

GRADE LEVEL W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize

## Research to Build and Present Knowledge

 or paraphrase information in notes and finished work, and provide a list of sources.| BENCHMARK I <br> ST ANDARD |
| :--- |
| GRADE LEVEL <br> EXPECTATION W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <br> I 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]").
CONTENT MT.CC.W Writing Standards
ST ANDARD /
I.

## Range of Writing

GRADE LEVEL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION /
BENCHMARK single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

BENCHMARK I ST ANDARD

## GRADE LEVEL EXPECTATION

 I BENCHMARKComprehension and Collaboration

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 I L.5.
DOMAIN

## BENCHMARK I ST ANDARD

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

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

## BENCHMARK /

 ST ANDARDGRADE LEVEL
EXPECTATION / BENCHMARK

## Presentation of Knowledge and Ideas

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.

## Comprehension and Collaboration

 quantitatively, and orallyGRADE LEVEL SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See EXPECTATION / BENCHMARK

| CONTENT | MT.CC.L. Language Standards |
| :--- | :--- |
| ST ANDARD $\quad 5$. |  | DOMAIN


| BENCHMARK I ST ANDARD |  | Conventions of Standard English |
| :---: | :---: | :---: |
| GRADE LEVEL EXPECT ATION I 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 ST ANDARD I DOMAIN | MT.CC.L $5 .$ | Language Standards |


| BENCHMARK $/$ <br> ST ANDARD | Conventions of Standard English |
| :--- | :--- | :--- |
| GRADE LEVEL <br> EXPECTATION <br> I BENCHMARK L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and <br> spelling when writing. |  |

EXPECTATION L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed.
CONTENT MT.CC.L. Language Standards

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION I BENCHMARK

## Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.
L.5.3.a.

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

CONTENT MT.CC.L. Language Standards
ST ANDARD I 5.
DOMAIN

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECT ATION I BENCHMARK

EXPECTATION

CONT ENT
MT.CC.L. Language Standards
ST ANDARD I 5.

DOMAIN

## 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.

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

Vocabulary Acquisition and Use
ST ANDARD

GRADE LEVEL L.5.6.
EXPECTATION /
BENCHMARK moreover, in addition). those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76
Montana Content Standards
Language Arts
Grade 5 - Adopted: 2011

| CONTENT | MT.CC.RI Reading Standards for Informational Text |
| :--- | :--- |
| ST ANDARD I | .5. |

DOMAIN

| BENCHMARK / <br> ST ANDARD |  | Key Ideas and Details |
| :--- | :--- | :--- | | GRADE LEVEL |
| :--- |
| EXPECTATION / <br> BENCHMARK |

```
CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD | .5.
```

DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECTATION / BENCHMARK

Craft and Structure

ST ANDARD I . 5 DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and EXPECTATION / BENCHMARK

Integration of Knowledge and Ideas evidence support which point(s).

## CONTENT MT.CC.RI Reading Standards for Informational Text

ST ANDARD I . 5
DOMAIN

## BENCHMARK I ST ANDARD

## 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 MT.CC.R Reading Standards: Foundational Skills
ST ANDARD I DOMAIN

## BENCHMARK I ST ANDARD

```
GRADE LEVEL EXPECTATION I BENCHMARK
```

Fluency

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 MT.CC.W. Writing Standards |  |
| :--- | :--- |
| ST ANDARD | 5. |

ST ANDARD I 5.
DOMAIN

| BENCHMARK I ST ANDARD |  | Text Types and Purposes |
| :---: | :---: | :---: |
| GRADE LEVEL EXPECTATION I BENCHMARK | W.5.2. | Write informativelexplanatory 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 MT.CC.W Writing Standards
ST ANDARD I .5.
DOMAIN

## BENCHMARK I

Production and Distribution of Writing
ST ANDARD

GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION / audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
BENCHMARK
GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECTATION /

BENCHMARK $\quad$| 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 / BENCHMARK 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 | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I |  |
| DOMAIN |  |

BENCHMARK I ST ANDARD

## EXPECTATION /

BENCHMARK

GRADE LEVEL W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize

## Research to Build and Present Knowledge

 or paraphrase information in notes and finished work, and provide a list of sources.| BENCHMARK I <br> ST ANDARD |
| :--- |
| GRADE LEVEL <br> EXPECTATION W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <br> I 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]").
CONTENT MT.CC.W Writing Standards
ST ANDARD /
I.

## Range of Writing

GRADE LEVEL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION /
BENCHMARK single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT MT.CC.S Speaking and Listening Standards

## BENCHMARK I

 ST ANDARD
## GRADE LEVEL SL.5.2.

EXPECTATION /
BENCHMARK

Comprehension and Collaboration

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

| CONTENT | MT.CC.L. Language Standards |
| :--- | :--- |
| ST ANDARD $I$ | 5. |

DOMAIN

## BENCHMARK /

 ST ANDARD| GRADE LEVEL |
| :--- |
| EXPECTATION |
| I BENCHMARK |

## EXPECTATION

CONTENT ST ANDARD I DOMAIN

| BENCHMARK / |
| :--- |
| ST ANDARD |
| GRADE LEVEL <br> EXPECTATION <br> I BENCHMARK |

MT
5.
L.5.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

MT.CC.L. Language Standards

| Conventions of Standard English |  |
| :--- | :--- | :--- |
| L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and <br> spelling when writing. |

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

DOMAIN


MT.CC.L. Language Standards
5.

Knowledge of Language


EXPECTATION

| CONTENT | MT.CC.L. Language Standards |
| :--- | :--- |
| ST ANDARD $/ 5$. |  |

DOMAIN


## EXPECTATION

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

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84
Montana Content Standards
Language Arts
Grade 5 - Adopted: 2011
CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I
DOMAIN

| BENCHMARK I ST ANDARD |  | 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 |  |  |  |

CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I
DOMAIN

| BENCHMARK <br> ST ANDARD |  | Craft and Structure |
| :--- | :--- | :--- | | GRADE LEVEL |
| :--- |
| EXPECTATION / <br> BENCHMARK |

CONTENT MT.CC.RI Reading Standards for Informational Text

| BENCHMARK $/$ <br> ST ANDARD |  | Integration of Knowledge and Ideas |
| :--- | :--- | :--- |
| GRADE LEVEL <br> EXPECTATION / <br> BENCHMARK$\quad$ RI.5.8. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and <br> evidence support which point(s). |  |

CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I .5.
DOMAIN

| BENCHMARK <br> ST ANDARD | 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 EXPECTATION / technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
BENCHMARK

| CONTENT | MT.CC.R Reading Standards: Foundational Skills |
| :--- | :--- |
| ST ANDARD / F.5. |  |


| BENCHMARK $/$ <br> ST ANDARD | Fluency |
| :--- | :--- | :--- |
| GRADE LEVEL <br> EXPECTATION <br> I 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 MT.CC.W. Writing Standards

ST ANDARD I 5
DOMAIN

| BENCHMARK <br> ST ANDARD | Text Types and Purposes |
| :--- | :--- | :--- |
| GRADE LEVEL <br> EXPECTATION <br> I BENCHMARK W.5.2. Write informativelexplanatory 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

CONTENT MT.CC.W Writing Standards
ST ANDARD I
. 5.
DOMAIN

## BENCHMARK I ST ANDARD

 EXPECTATION /
## BENCHMARK

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

## BENCHMARK I

## ST ANDARD

GRADE LEVEL W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize EXPECTATION / BENCHMARK

Research to Build and Present Knowledge or paraphrase information in notes and finished work, and provide a list of sources.

BENCHMARK I
ST ANDARD

GRADE LEVEL EXPECTATION I BENCHMARK

Research to Build and Present Knowledge
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 MT.CC.W Writing Standards
ST ANDARD /

ST ANDARD I . 5.
DOMAIN

| BENCHMARK I ST ANDARD |  | 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 ST ANDARD I DOMAIN | MT.CC.SLSpeaking and Listening Standards . 5. |  |
| BENCHMARK I ST ANDARD |  | Comprehension and Collaboration |
| GRADE LEVEL EXPECTATION I 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
ST ANDARD I
L.5.

DOMAIN

## BENCHMARK I <br> ST ANDARD

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

## Comprehension and Collaboration

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

## 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 ST ANDARD I DOMAIN

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECTATION I BENCHMARK

5. 

## MT.CC.L. Language Standards

## Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or

## speaking. <br> L.5.1.

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

MT.CC.L. Language Standards
5.

ST ANDARD I
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION I BENCHMARK

## Conventions of Standard English

L.5.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION

CONTENT
ST ANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARD
## GRADE LEVEL EXPECTATION

 I BENCHMARKEXPECTATION

CONTENT
ST ANDARD I
DOMAIN

## BENCHMARK I

## ST ANDARD

## GRADE LEVEL

 EXPECTATION I BENCHMARKKnowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.


Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.2.e. Spell grade-appropriate words correctly, consulting references as needed.

MT.CC.L. Language Standards

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 |
| :--- | :--- |
| ST ANDARD / 5. |  |

## BENCHMARK /

 ST ANDARDVocabulary Acquisition and Use

GRADE LEVEL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including EXPECTATION / BENCHMARK
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 MT.CC.RI Reading Standards for Informational Text
ST ANDARD I
DOMAIN
BENCHMARK I 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
CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I . 5.
DOMAIN

| BENCHMARK I | Craft and Structure |
| :--- | :--- |
| ST ANDARD |  |

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 MT.CC.RI Reading Standards for Informational Text
ST ANDARD I DOMAIN
. 5.

BENCHMARK I Integration of Knowledge and Ideas
ST ANDARD

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 / BENCHMARK
evidence support which point(s).
CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD / .5. DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECTATION / BENCHMARK

RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and
Range of Reading and Level of Text Complexity 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 |
| :--- | :---: | :--- |
| ST ANDARD I | F.5. |

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 MT.CC.W. Writing Standards

STANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECT ATION I BENCHMARK

## Text Types and Purposes

W.5.2. Write informativelexplanatory texts to examine a topic and convey ideas and information clearly.

## 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 topic

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

## CONTENT MT.CC.W Writing Standards

ST ANDARD I
DOMAIN

## BENCHMARK I

## ST ANDARD

GRADE LEVEL
EXPECTATION / BENCHMARK

GRADE LEVEL
EXPECTATION /
BENCHMARK

Production and Distribution of Writing

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.)
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
ST ANDARD I DOMAIN

## BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION I BENCHMARK

MT .CC.W. Writing Standards
5.

Research to Build and Present Knowledge
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 MT.CC.W Writing Standards
ST ANDARD | . 5
```

DOMAIN

## BENCHMARK I

 STANDARDGRADE LEVEL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION /
BENCHMARK

## Range of Writing


CONTENT $\quad$ MT.CC.S Speaking and Listening Standards
ST ANDARD I L.5.
DOMAIN

BENCHMARK I ST ANDARD

## GRADE LEVEL SL.5.2.

EXPECTATION /
BENCHMARK

## Comprehension and Collaboration

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

| CONTENT | MT.CC.L. Language Standards |
| :--- | :--- |
| ST ANDARD $\quad 5$. |  |
| DOMAIN |  |


| BENCHMARK I ST ANDARD |  | Conventions of Standard English |
| :---: | :---: | :---: |
| GRADE LEVEL EXPECTATION I 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 ST ANDARD I DOMAIN | MT.CC.L $5 .$ | Language Standards |


| BENCHMARK I ST ANDARD |  | Conventions of Standard English |
| :---: | :---: | :---: |
| GRADE LEVEL EXPECTATION I 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 ST ANDARD I DOMAIN | MT.CC. <br> 5. | Language Standards |



| Knowledge of Language |
| :--- | :--- |
| L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

EXPECTATION

[^1]CONTENT
MT.CC.L. Language Standards
DOMAIN

## BENCHMARK I

## ST ANDARD

GRADE LEVEL
EXPECTATION I BENCHMARK

Vocabulary Acquisition and Use
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 MT.CC.L. Language Standards
ST ANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARD
## Vocabulary Acquisition and Use

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

## Montana Content Standards

Language Arts
Grade 5 - Adopted: 2011

## CONTENT MT.CC.RI Reading Standards for Informational Text

ST ANDARD I
DOMAIN

## BENCHMARK I ST ANDARD

## GRADE LEVEL

EXPECTATION /
BENCHMARK
BENCHMARK

## Key Ideas and Details

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
ST ANDARD I DOMAIN

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

| BENCHMARK I | Craft and Structure |
| :--- | :--- |
| ST ANDARD |  |

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 /
BENCHMARK topic or subject area.
CONT ENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I .5. DOMAIN

## BENCHMARK I

 ST ANDARDIntegration of Knowledge and Ideas

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 / BENCHMARK evidence support which point(s).

## BENCHMARK I ST ANDARD

GRADE LEVEL RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and EXPECTATION / BENCHMARK

## Range of Reading and Level of Text Complexity

## CONTENT MT.CC.R Reading Standards: Foundational Skills <br> STANDARD I F.5.

 DOMAIN
## BENCHMARK I

ST ANDARD

## GRADE LEVEL EXPECT ATION I BENCHMARK

## Fluency

## RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

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 ST ANDARD I DOMAIN

## BENCHMARK I

ST ANDARD
GRADE LEVEL EXPECTATION I BENCHMARK
5.

Text Types and Purposes

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

CONTENT MT.CC.W Writing Standards
ST ANDARD I
. 5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION /
BENCHMARK

Production and Distribution of Writing
J.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

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.)

EXPECTATION / BENCHMARK

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 minimum of two pages in a single sitting.

| CONTENT | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD $/$ | 5. |

ST ANDARD I 5
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION I BENCHMARK

Research to Build and Present Knowledge
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 | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I |  |
| I. |  |

## BENCHMARK I

 ST ANDARD
## Range of Writing

GRADE LEVEL EXPECTATION / BENCHMARK

CONTENT MT.CC.S Speaking and Listening Standards
ST ANDARD I L.5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION / BENCHMARK

## Comprehension and Collaboration

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.L. Language Standards

## BENCHMARK /

 ST ANDARDGRADE LEVEL
EXPECTATION I BENCHMARK

## Conventions of Standard English

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

CONTENT
ST ANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARDL.5.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

BENCHMARK I ST ANDARD

## GRADE LEVEL EXPECTATION

 I BENCHMARKCONTENT ST ANDARD I DOMAIN

## BENCHMARK I ST ANDARD GRADE LEVEL EXPECTATION I BENCHMARK

5. 
```
CONTENT MT.CC.L. Language Standards
STANDARD I 5.
DOMAIN
MT.CC.L. Language Standards
5.
ST ANDARD I DOMAIN
```

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.

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

MT.CC.L. Language Standards

| Vocabulary Acquisition and Use |  |
| :--- | :--- |
| L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade <br> 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 | MT.CC.L. Language Standards |
| :--- | :--- |
| ST ANDARD / 5. |  |

## DOMAIN

## BENCHMARK I

## ST ANDARD

GRADE LEVEL
EXPECTATION /
BENCHMARK

Vocabulary Acquisition and Use
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 MT.CC.R Reading Standards for Literature
ST ANDARD I L.5.

## BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION /
BENCHMARK

Range of Reading and Level of Text Complexity

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
ST ANDARD DOMAIN

## RF.5.4.

Read with sufficient accuracy and fluency to support comprehension.

```
CONTENT MT.CC.W. Writing Standards
STANDARD I 5.
DOMAIN
```

BENCHMARK I ST ANDARD

GRADE LEVEL EXPECT ATION I BENCHMARK

## Text Types and Purposes

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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
ST ANDARD / .5.

## BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

## GRADE LEVEL <br> EXPECTATION / <br> BENCHMARK

## Production and Distribution of Writing

GRADELEVEL
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.)

CONTENT
ST ANDARD I
DOMAIN

## BENCHMARK I

ST ANDARD

GRADE LEVEL EXPECTATION I 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.

MT.CC.W. Writing Standards
5.
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.)
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 MT.CC.W Writing Standards
ST ANDARD / .5.

ST ANDARD I .5.
DOMAIN

GRADE LEVEL
EXPECTATION / BENCHMARK

CONTENT MT.CC.S Speaking and Listening Standards
ST ANDARD I DOMAIN

## BENCHMARK I

 ST ANDARDComprehension and Collaboration
L. 5.

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 / 5 DOMAIN

BENCHMARK I ST ANDARD

## GRADE LEVEL EXPECTATION

 I BENCHMARKW.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.

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 MT.CC.L. Language Standards
ST ANDARD $\quad 5$.

ST ANDARD I 5.

DOMAIN

| BENCHMARK I ST ANDARD |  | Conventions of Standard English |
| :---: | :---: | :---: |
| GRADE LEVEL EXPECT ATION I 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 ST ANDARD I DOMAIN | MT.CC.L. Language Standards 5. |  |


| BENCHMARK I ST ANDARD |  | Knowledge of Language |
| :---: | :---: | :---: |
| GRADE LEVEL EXPECTATION I 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 ST ANDARD I DOMAIN | MT.CC.L. Language Standards 5. |  |


| BENCHMARK <br> ST ANDARD | Vocabulary Acquisition and Use |
| :--- | :--- | :--- |
| GRADE LEVEL <br> EXPECT ATION <br> I BENCHMARK L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade <br> 5 reading and content, choosing flexibly from a range of strategies. |  |

CONTENT MT.CC.L. Language Standards
CONTENT MT.CC.R Reading Standards for Literature
ST ANDARD / L.5.
DOMAIN EXPECTATION /
BENCHMARK

## BENCHMARK I

 ST ANDARD EXPECTATION /BENCHMARK

GRADE LEVEL EXPECTATION / BENCHMARK

CONTENT ST AND ARD I DOMAIN

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

## BENCHMARK I <br> ST ANDARD

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.


UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

Montana Content Standards
Language Arts
Grade 5 - Adopted: 2011

| BENCHMARK <br> ST ANDARD | 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.
CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD / .5.

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

| L.5.4.a. |
| :--- |
| MT.CC.L. |
| 5. |
| R.5.6. |
| RI.5.2. |
| ML.5.1. |
| MT.CC.R |
| L.5. |

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Key Ideas and Details
 rose that signal contrast addition, and other logical relanships (egg. however, although, nevertheless, similar moreover, in addition).

GRADE LEVEL RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, EXPECTATION / BENCHMARK

GRADE LEVEL RI.5.6. Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian EXPECTATION / BENCHMARK events and topics, noting important similarities and differences in the point of view they represent.
CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I
DOMAIN

## BENCHMARK I

 ST ANDARDIntegration of Knowledge and Ideas

## GRADE LEVEL <br> BENCHMARK

GRADE LEVEL
EXPECTATION /
BENCHMARK

CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I DOMAIN

## BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

Range of Reading and Level of Text Complexity

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 |
| :--- | :--- |
| ST ANDARD / F.5. |  |

BENCHMARK I ST ANDARD

## GRADE LEVEL EXPECT ATION

 I BENCHMARKEXPECTATION

EXPECTATION

CONTENT
ST ANDARD I DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECTATION I BENCHMARK

Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

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.

MT.CC.W. Writing Standards
5.

Text Types and Purposes
W.5.2. Write informativelexplanatory 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 MT.CC.W Writing Standards
ST ANDARD I .5.
DOMAIN

## BENCHMARK I

Production and Distribution of Writing
ST ANDARD

GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION / audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
BENCHMARK
GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECTATION /

BENCHMARK $\quad$| 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 / BENCHMARK 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 | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I |  |
| DOMAIN |  |

BENCHMARK I ST ANDARD

GRADE LEVEL W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different

## EXPECTATION /

BENCHMARK

## Research to Build and Present Knowledge

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 MT.CC.W. Writing Standards
STANDARD I 5.
DOMAIN

## BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION I BENCHMARK

Research to Build and Present Knowledge
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 | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I | .5. |

GRADE LEVEL
EXPECTATION / BENCHMARK

CONTENT MT.CC.S Speaking and Listening Standards
ST ANDARD I DOMAIN

## BENCHMARK I

 ST ANDARDComprehension and Collaboration

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

CONTENT ST ANDARD I DOMAIN

## BENCHMARK I

ST ANDARD

## GRADE LEVEL EXPECTATION

 I BENCHMARKW.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.L. Language Standards
5.
.

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 <br> ST ANDARD I 5.

DOMAIN

## BENCHMARK / ST ANDARD <br> GRADE LEVEL <br> EXPECTATION I BENCHMARK

EXPECTATION

CONTENT
L.5.2.e.

## Conventions of Standard English

L.5.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STANDARD I 5.
DOMAIN

## BENCHMARK I

ST ANDARD

## GRADE LEVEL EXPECTATION

 I BENCHMARKEXPECTATION

CONTENT
MT.CC.L. Language Standards
ST ANDARD I
5.

DOMAIN

## Knowledge of Language

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.
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.

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

| BENCHMARK I Vocabulary Acquisition and Use |
| :--- | :--- |
| ST ANDARD |

GRADE LEVEL
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).
CONTENT $\quad$ MT.CC.R Reading Standards for Literature
ST ANDARD I L.5.
DOMAIN

## BENCHMARK I <br> ST ANDARD

GRADE LEVEL EXPECTATION
BENCHMARK

## Key Ideas and Details

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONT ENT
ST ANDARD I DOMAIN

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

## BENCHMARK I ST ANDARD <br> Key Ideas and Details

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

## CONTENT MT.CC.RI Reading Standards for Informational Text

ST ANDARD I
DOMAIN

| BENCHMARK I <br> ST ANDARD | 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

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 RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, EXPECTATION / BENCHMARK ideas, concepts, or information in two or more texts.

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

CONTENT MT.CC.RIReading Standards for Informational Text ST ANDARD I . 5 DOMAIN

## BENCHMARK I

 ST ANDARD
## GRADE LEVEL EXPECTATION / BENCHMARK

Integration of Knowledge and Ideas

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 <br> EXPECTATION / <br> BENCHMARK

## CONTENT MT.CC.RI Reading Standards for Informational Text

ST ANDARD I . 5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION / BENCHMARK

## Range of Reading and Level of Text Complexity

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 I F.5.
DOMAIN

## BENCHMARK I <br> ST ANDARD

GRADE LEVEL
EXPECTATION I BENCHMARK

Fluency

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 | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD $/$ | 5. |

ST ANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECT ATION I BENCHMARK

## Text Types and Purposes

W.5.2. Write informativelexplanatory texts to examine a topic and convey ideas and information clearly.

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

| CONTENT | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I |  |
| DOMAIN |  |

BENCHMARK I Production and Distribution of Writing ST ANDARD

GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION / audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
BENCHMARK
GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECTATION /
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 / BENCHMARK 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 MT.CC.W Writing Standards
ST ANDARD / .5.

DOMAIN

| BENCHMARK <br> ST ANDARD |  | Research to Build and Present Knowledge |
| :--- | :--- | :--- |
|  |  |  |
| GRADE LEVEL <br> EXPECTATION / <br> BENCHMARK | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different <br> aspects of a topic. Include sources and/or topics by and about American Indians. |

GRADE LEVEL W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize EXPECTATION / BENCHMARK or paraphrase information in notes and finished work, and provide a list of sources.

| CONTENT <br> ST ANDARD I DOMAIN | MT.CC.W. Writing Standards 5. |  |
| :---: | :---: | :---: |
| BENCHMARK I ST ANDARD |  | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION I 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 MT.CC.W Writing Standards

ST ANDARD I
DOMAIN

## BENCHMARK I <br> ST ANDARD

GRADE LEVEL
EXPECTATION /
BENCHMARK

## 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.

## BENCHMARK I

## ST ANDARD

EXPECTATION /
BENCHMARK

CONTENT ST ANDARD I DOMAIN

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECTATION I BENCHMARK

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

## EXPECTATION

## EXPECTATION

CONTENT
ST ANDARD I DOMAIN

| BENCHMARK I |
| :--- |
| ST ANDARD |
| GRADE LEVEL <br> EXPECTATION <br> I BENCHMARK |

## EXPECTATION

CONTENT
ST ANDARD I
DOMAIN

BENCHMARK /
STANDARD

## GRADE LEVEL EXPECTATION I BENCHMARK

EXPECTATION
L.5.3. U
L.5.3.a.

Knowledge of Language

Unowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT
ST ANDARD I
DOMAIN


MT.CC.L. Language Standards
5.

| Vocabulary Acquisition and Use |
| :--- | :--- |
| L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade <br> 5 <br> reading and content, choosing flexibly from a range of strategies. |

EXPECTATION

## BENCHMARK I

 ST ANDARD EXPECTATION / BENCHMARKGRADE LEVEL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including

## Vocabulary Acquisition and Use

 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 $\quad$ MT.CC.R Reading Standards for Literature
ST ANDARD I L.5.
DOMAIN

| BENCHMARK I ST ANDARD |  | 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. |  |
| EXPECTATION / |  |  |  |
| BENCHMARK |  |  |  |

## CONTENT MT.CC.RI Reading Standards for Informational Text <br> ST ANDARD I . 5.

DOMAIN

| BENCHMARK <br> ST ANDARD |  | Key Ideas and Details |
| :--- | :--- | :--- | | GRADE LEVEL |
| :--- |
| EXPECTATION / <br> BENCHMARK |

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

GRADE LEVEL RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events,
EXPECTATION / ideas, concepts, or information in two or more texts. ideas, concepts, or information in two or more texts.

GRADE LEVEL RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question EXPECTATION / BENCHMARK

## Integration of Knowledge and Ideas

 quickly or to solve a problem efficiently.
## GRADE LEVEL EXPECTATION / BENCHMARK

```
CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD | .5.
DOMAIN
MT.CC.RI Reading Standards for Informational Text
. 5. ST ANDAR
DOMAIN
```


## BENCHMARK I

## ST ANDARD

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 <br> EXPECTATION / <br> BENCHMARK

CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I
DOMAIN

| BENCHMARK I | Range of Reading and Level of Text Complexity |
| :--- | :--- |
| ST ANDARD |  |

## ST ANDARD

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 MT.CC.R Reading Standards: Foundational Skills
ST ANDARD I F.5.
DOMAIN

## BENCHMARK I <br> ST ANDARD

GRADE LEVEL
EXPECTATION I BENCHMARK

Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

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

## EXPECTATION

CONTENT MT.CC.W. Writing Standards
ST ANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECTATION I BENCHMARK

## Text Types and Purposes

W.5.2. Write informativelexplanatory texts to examine a topic and convey ideas and information clearly.

## 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.
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 | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I |  |
| DOMAIN |  |

BENCHMARK I Production and Distribution of Writing ST ANDARD

GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION / audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
BENCHMARK
GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECTATION /
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 / BENCHMARK 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 MT.CC.W Writing Standards
ST ANDARD / .5.

DOMAIN

| BENCHMARK <br> ST ANDARD |  | Research to Build and Present Knowledge |
| :--- | :--- | :--- |
|  |  |  |
| GRADE LEVEL <br> EXPECTATION / <br> BENCHMARK | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different <br> aspects of a topic. Include sources and/or topics by and about American Indians. |

GRADE LEVEL W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize EXPECTATION / BENCHMARK or paraphrase information in notes and finished work, and provide a list of sources.

| CONTENT <br> ST ANDARD I DOMAIN | MT.CC.W. Writing Standards 5. |  |
| :---: | :---: | :---: |
| BENCHMARK I ST ANDARD |  | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION I 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 MT.CC.W Writing Standards

ST ANDARD I
DOMAIN

## BENCHMARK I <br> ST ANDARD

GRADE LEVEL
EXPECTATION /
BENCHMARK

## 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.

```
CONTENT MT.CC.S Speaking and Listening Standards
STANDARD | L.5.
```

DOMAIN

| BENCHMARK I ST ANDARD |  | 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 ST ANDARD I DOMAIN | $\begin{aligned} & \text { MT.CC.S } \\ & \text { L.5. } \end{aligned}$ | Speaking and Listening Standards |
| BENCHMARK I ST ANDARD |  | Presentation of Knowledge and Ideas |

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 / BENCHMARK descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians.

| CONTENT | MT.CC.L. Language Standards |
| :--- | :--- |
| ST ANDARD $/$ | 5. |

## BENCHMARK I

 ST ANDARD| GRADE LEVEL |
| :--- |
| EXPECTATION |
| I BENCHMARK |

EXPECTATION

EXPECTATION

CONTENT
ST ANDARD I
DOMAIN

## BENCHMARK I

## ST ANDARD

GRADE LEVEL
EXPECTATION I BENCHMARK
5.

## Conventions of Standard English

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

MT.CC.L. Language Standards

## Conventions of Standard English

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION

CONTENT
ST ANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECTATION I BENCHMARK

## Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.




EXPECTATION

## 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.
L.5.4.
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
ST ANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARD
## Vocabulary Acquisition and Use

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

## UNIT 7: INVENTIVE WRITING Week 16 Page 139-146

## Montana Content Standards

## Language Arts

Grade 5 - Adopted: 2011

| CONTENT | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD I 5. |  |

DOMAIN

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECTATION I BENCHMARK

## Text Types and Purposes

W.5.2. Write informativelexplanatory texts to examine a topic and convey ideas and information clearly.
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.
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 MT.CC.W Writing Standards
ST ANDARD I . 5
DOMAIN

## ST ANDARD

BENCHMARK I

GRADE LEVEL
EXPECTATION /
BENCHMARK

## Production and Distribution of Writing

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 W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXPECTATION / BENCHMARK
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 / BENCHMARK 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 | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I | .5 . |

GRADE LEVEL W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize EXPECTATION / BENCHMARK

BENCHMARK I ST ANDARD

Research to Build and Present Knowledge or paraphrase information in notes and finished work, and provide a list of sources.

| CONTENT | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I |  |
| DOMAIN |  |


| BENCHMARK I |
| :--- | :--- |
| ST ANDARD |$\quad$ Range of Writing

GRADE LEVEL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
EXPECTATION / BENCHMARK single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT MT.CC.S Speaking and Listening Standards
ST ANDARD I L.5. DOMAIN

| BENCHMARK <br> ST ANDARD | Comprehension and Collaboration |
| :--- | :--- |

## GRADE LEVEL EXPECTATION /

 BENCHMARKSL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT MT.CC.L. Language Standards

| BENCHMARK I <br> ST ANDARD |
| :--- |
| GRADE LEVEL <br> EXPECTATION <br> I BENCHMARK L.5.1. Conventions of Standard English <br> Demonstrate command of the conventions of standard English grammar and usage when writing or <br> speaking.EXPECTATION |

L.5.2.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION

## BENCHMARK I

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

\section*{| CONTENT | M |
| :--- | ---: |
| STANDARD I |  |
| DOMAIN |  |
| DO |  | <br> CONTENT MT.CC.L. Language Standards} DOMAIN

## ST ANDARD

## EXPECTATION I BENCHMARK

L.5.3. U

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

## Mont ana Content Standards

Language Arts
Grade 5 - Adopted: 2011

| CONTENT | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD I 5. |  |
| DOMAIN |  |

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECT ATION I BENCHMARK

Text Types and Purposes
w.5.2. Write informativelexplanatory 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.
W.5.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.e. Provide a concluding statement or section related to the information or explanation presented.

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

Production and Distribution of Writing
ST ANDARD

GRADE LEVEL W.5.4.
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
EXPECTATION /
BENCHMARK 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 MT.CC.W Writing Standards ST ANDARD I DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEV EXPECTATION / BENCHMARK

## Research to Build and Present Knowledge

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 MT.CC.W Writing Standards

| BENCHMARK I | Range of Writing |
| :--- | :--- |
| ST ANDARD |  |

GRADE LEVEL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION /
BENCHMARK single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT MT.CC.S Speaking and Listening Standards
ST ANDARD I L.5. DOMAIN

## BENCHMARK I ST ANDARD

GRADE LEVEL
EXPECTATION
BENCHMARK

## Comprehension and Collaboration

CONTENT
ST ANDARD I 5.
DOMAIN

EXPECTATION

EXPECTATION

CONTENT
ST ANDARD I
DOMAIN

## BENCHMARK I <br> ST ANDARD

GRADE LEVEL EXPECTATION I BENCHMARK

## Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

MT.CC.L. Language Standards
5.

Conventions of Standard English

## L.5.2.

 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.| CONTENT | MT.CC.L. Language Standards |
| :--- | :--- |
| ST ANDARD $\quad 5$. |  |
| DOMAIN |  |

BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION I BENCHMARK

EXPECTATION

## Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.

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 |
| :--- | :--- |
| ST ANDARD $/$ | 5. |

DOMAIN


Text Types and Purposes

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
ST ANDARD I .5.
DOMAIN

| BENCHMARK <br> ST ANDARD |  | 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 <br> audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |  |

GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXPECTATION /
BENCHMARK
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 |$\quad$| minimum of two pages in a single sitting. |
| :--- |

## CONTENT <br> MT.CC.W Writing Standards . 5.

ST ANDARD I
DOMAIN

GRADE LEVEL
EXPECTATION / BENCHMARK

## CONTENT MT.CC.S Speaking and Listening Standards

ST ANDARD I DOMAIN
L.5.
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.

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION / BENCHMARK

Comprehension and Collaboration

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.L. Language Standards
STANDARD I 5.
DOMAIN

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECTATION I BENCHMARK

 speaking.EXPECTATION

EXPECTATION

CONTENT ST ANDARD I DOMAIN

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

MT.CC.L. Language Standards
5.

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECTATION I BENCHMARK

CONTENT
ST ANDARD I DOMAIN

## ST ANDARD

## GRADE LEVEL EXPECTATION

 I BENCHMARKEXPECTATION

Knowledge of Language

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

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).

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

## Montana Content Standards

## Language Arts

Grade 5 - Adopted: 2011
CONTENT MT.CC.R Reading Standards for Literature
ST ANDARD / L.5.

STANDARD I L.5.
DOMAIN

| BENCHMARK $/$ <br> ST ANDARD |  | Key Ideas and Details |
| :--- | :--- | :--- |
| GRADE LEVEL <br> EXPECTATION / | RL.5.1. | Quote accurately from a text when explaining wh |
| BENCHMARK |  |  |
| CONTENT <br> ST ANDARD <br> DOMAIN | MT.CC.RI Reading Standards for Informational Text |  |


| BENCHMARK I <br> ST ANDARD |  | Key Ideas and Details |
| :--- | :--- | :--- | | GRADE LEVEL RI.5.1. |
| :--- |
| EXPECTATION / <br> BENCHMARK |

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

CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I .5.
DOMAIN

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

GRADE LEVEL RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, EXPECTATION /
BENCHMARK ideas, concepts, or information in two or more texts.
GRADE LEVEL RI.5.6. $\quad$ Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian
EXPECTATION /

## CONTENT MT.CC.RI Reading Standards for Informational Text

STANDARD I . 5
DOMAIN

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 / BENCHMARK

GRADE LEVEL RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. EXPECTATION / BENCHMARK
CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION /
BENCHMARK

CONTENT
ST ANDARD / DOMAIN

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECTATION I BENCHMARK

EXPECTATION

EXPECTATION

CONTENT
STANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARD
## GRADE LEVEL EXPECT ATION

 I BENCHMARKEXPECTATION 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.

## Range of Reading and Level of Text Complexity

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.

## MT.CC.R Reading Standards: Foundational Skills

F.5.

## Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

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.

## Text Types and Purposes

W.5.2. Write informativelexplanatory texts to examine a topic and convey ideas and information clearly. . 5.

GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION / audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECTATION / BENCHMARK 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 / BENCHMARK 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 | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I |  |
| DOMAIN |  |


| BENCHMARK I |
| :--- | :--- |
| ST ANDARD |$\quad$ Research to Build and Present Knowledge

GRADE LEVEL W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different EXPECTATION / aspects of a topic. Include sources and/or topics by and about American Indians.
BENCHMARK

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 | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD $/ 5$. |  |

ST ANDARD I 5.
DOMAIN

| BENCHMARK I <br> ST ANDARD | Research to Build and Present Knowledge |
| :--- | :--- | :--- |
| GRADE LEVEL <br> EXPECT ATION <br> I 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 | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I | .5. |


| BENCHMARK $/$ <br> ST ANDARD |  | Range of Writing |
| :--- | :--- | :--- |


| CONTENT | MT.CC.S Speaking and Listening Standards |
| :--- | :--- |
| STANDARD $/$ | L.5. |
| DOMAIN |  |

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

## BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

Presentation of Knowledge and Ideas

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 MT.CC.L. Language Standards

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECTATION I BENCHMARK

EXPECTATION

## EXPECTATION

CONTENT ST ANDARD I

MT.CC.L. Language Standards
DOMAIN

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECT ATION I BENCHMARK

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

MT.CC.L. Language Standards
CONTENT
ST ANDARD I DOMAIN

BENCHMARK I
ST ANDARD

## GRADE LEVEL EXPECT ATION

 I BENCHMARK5. 

Conventions of Standard English
L.5.1.

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

## Conventions of Standard English

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

## Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CONTENT MT.CC.L. Language Standards
ST ANDARD I
DOMAIN
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 MT.CC.L. Language Standards
```

ST ANDARD I 5.
DOMAIN

## BENCHMARK I Vocabulary Acquisition and Use ST ANDARD

GRADE LEVEL
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 8: FORMAL ESSAY MODELS Week 20 Page 177-194

## Montana Content Standards

## Language Arts

Grade 5 - Adopted: 2011
CONTENT MT.CC.R Reading Standards for Literature
ST ANDARD I L.5.
DOMAIN

```
BENCHMARK /
ST ANDARD
GRADE LEVEL EXPECTATION / BENCHMARK
```


## Key Ideas and Details

## ST ANDARD

RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CONT ENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I
. 5.
DOMAIN

Key Ideas and Details
BENCHMARK I ST ANDARD

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

GRADE LEVEL
EXPECTATION / BENCHMARK

## BENCHMARK I ST ANDARD

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.
Craft and Structure

GRADE LEVEL RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, EXPECTATION / BENCHMARK ideas, concepts, or information in two or more texts.

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

CONTENT MT.CC.RIReading Standards for Informational Text ST ANDARD I . 5 DOMAIN

## BENCHMARK I

 ST ANDARD
## GRADE LEVEL EXPECTATION / BENCHMARK

Integration of Knowledge and Ideas

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 <br> EXPECTATION / <br> BENCHMARK

## CONTENT MT.CC.RI Reading Standards for Informational Text

ST ANDARD I . 5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION / BENCHMARK

## Range of Reading and Level of Text Complexity

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 I F.5.
DOMAIN

## BENCHMARK I <br> ST ANDARD

GRADE LEVEL
EXPECTATION I BENCHMARK

Fluency

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 | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD $/$ | 5. |

ST ANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECT ATION I BENCHMARK

## Text Types and Purposes

W.5.2. Write informativelexplanatory texts to examine a topic and convey ideas and information clearly.

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

| CONTENT | MT.CC.W Writing Standards |
| :--- | :--- |
| ST ANDARD I |  |
| DOMAIN |  |

BENCHMARK I Production and Distribution of Writing ST ANDARD

GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION / audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
BENCHMARK
GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECTATION /
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 / BENCHMARK 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 MT.CC.W Writing Standards
ST ANDARD / .5.

DOMAIN

| BENCHMARK <br> ST ANDARD |  | Research to Build and Present Knowledge |
| :--- | :--- | :--- |
|  |  |  |
| GRADE LEVEL <br> EXPECTATION / <br> BENCHMARK | W.5.7. | Conduct short research projects that use several sources to build knowledge through investigation of different <br> aspects of a topic. Include sources and/or topics by and about American Indians. |

GRADE LEVEL W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize EXPECTATION / BENCHMARK or paraphrase information in notes and finished work, and provide a list of sources.

| CONTENT <br> ST ANDARD I DOMAIN | MT.CC.W. Writing Standards 5. |  |
| :---: | :---: | :---: |
| BENCHMARK I ST ANDARD |  | Research to Build and Present Knowledge |
| GRADE LEVEL EXPECTATION I 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 MT.CC.W Writing Standards

ST ANDARD I
DOMAIN

## BENCHMARK I <br> ST ANDARD

GRADE LEVEL
EXPECTATION /
BENCHMARK

## 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.

```
CONTENT MT.CC.S Speaking and Listening Standards
STANDARD | L.5.
```

DOMAIN

| BENCHMARK I ST ANDARD |  | 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 ST ANDARD I DOMAIN | $\begin{aligned} & \text { MT.CC.S } \\ & \text { L.5. } \end{aligned}$ | Speaking and Listening Standards |
| BENCHMARK I ST ANDARD |  | Presentation of Knowledge and Ideas |

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 / BENCHMARK descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians.

| CONTENT | MT.CC.L. Language Standards |
| :--- | :--- |
| ST ANDARD $/$ | 5. |

## BENCHMARK I

 ST ANDARD| GRADE LEVEL |
| :--- |
| EXPECTATION |
| I BENCHMARK |

EXPECTATION

EXPECTATION

CONTENT
ST ANDARD I
DOMAIN

## BENCHMARK I

## ST ANDARD

GRADE LEVEL
EXPECTATION I BENCHMARK
5.

## Conventions of Standard English

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

MT.CC.L. Language Standards

## Conventions of Standard English

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION

CONTENT
ST ANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECTATION I BENCHMARK

## Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.


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

## Montana Content Standards

## Language Arts

Grade 5 - Adopted: 2011
CONTENT MT.CC.R Reading Standards for Literature
ST ANDARD I L.5.
DOMAIN

DOMAIN

| BENCHMARK I ST ANDARD |  | 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 ST ANDARD I DOMAIN | $\begin{aligned} & \text { MT.CC.F } \\ & .5 . \end{aligned}$ | Reading Standards for Informational Text |
| BENCHMARK / ST ANDARD |  | 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

CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I . 5 .
DOMAIN

EXPECTATION / BENCHMARK

GRADE LEVEL RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events,

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.

EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK

CONTENT MT.CC.RI Reading Standards for Informational Text
ST ANDARD I .5. DOMAIN

## BENCHMARK I

 ST ANDARDIntegration of Knowledge and Ideas

GRADE LEVEL
EXPECTATION / BENCHMARK

GRADE LEVEL 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. ideas, concepts, or information in two or more texts.

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 ST ANDARD I DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and EXPECTATION / BENCHMARK
CONTENT MT.CC.R Reading Standards: Foundational Skills
ST ANDARD / F.5. ST ANDARD I F.5. DOMAIN

## BENCHMARK I

## ST ANDARD

## GRADE LEVEL EXPECTATION

 I BENCHMARKRF.5.4.

## EXPECTATION

| CONTENT | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD I | 5. | DOMAIN

## BENCHMARK I

Text Types and Purposes

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.

## Fluency

W.5.2. Write informativelexplanatory texts to examine a topic and convey ideas and information clearly.
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.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

## CONTENT MT.CC.W Writing Standards

ST ANDARD I
DOMAIN

## BENCHMARK /

 ST ANDARDGRADE LEVEL
EXPECTATION BENCHMARK

GRADE LEVE EXPECTATION / BENCHMARK

Production and Distribution of Writing
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.5.6

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 MT.CC.W Writing Standards
ST ANDARD I
DOMAIN

GRADE LEVEL W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different EXPECTATION /
BENCHMARK

## Research to Build and Present Knowledge

 aspects of a topic. Include sources and/or topics by and about American Indians.GRADE LEVEL
EXPECTATION /
BENCHMARK

| CONTENT | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD I | 5. | DOMAIN

## BENCHMARK I <br> ST ANDARD

GRADE LEVEL EXPECTATION I BENCHMARK

Research to Build and Present Knowledge
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 MT.CC.W Writing Standards
STANDARD | . }
DOMAIN
```


## BENCHMARK I Range of Writing

## ST ANDARD

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.S Speaking and Listening Standards
STANDARD I L.5.
DOMAIN

| BENCHMARK I ST ANDARD |  | Comprehension and Collaboration |
| :---: | :---: | :---: |
| GRADE LEVEL <br> EXPECTATION / <br> BENCHMARK | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT ST ANDARD I DOMAIN | $\begin{aligned} & \text { MT.CC.S } \\ & \text { L.5. } \end{aligned}$ | Speaking and Listening Standards |
| BENCHMARK I ST ANDARD |  | Presentation of Knowledge and Ideas |

## GRADE LEVEL EXPECTATION / BENCHMARK

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 MT.CC.L. Language Standards
STANDARD I 5.
DOMAIN

| BENCHMARK I <br> ST ANDARD |
| :--- |
| GRADE LEVEL <br> EXPECTATION <br> I BENCHMARK L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or <br> Demons <br> speaking. |

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

| CONTENT | MT.CC.L. Language Standards |
| :--- | :--- |
| ST ANDARD |  |

DOMAIN

| BENCHMARK I <br> BEN <br> ST ANDARD <br> GRADE LEVEL <br> EXPECT ATION <br> I BENCHMARK L.5.2. Demventions of Standard English <br> Dpelling when writing. |
| :--- |

CONTENT ST ANDARD I DOMAIN

BENCHMARK I ST ANDARD

MT.CC.L. Language Standards
5.
.

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXPECT ATION I BENCHMARK

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

CONTENT ST ANDARD / DOMAIN

## BENCHMARK I

ST ANDARD

## GRADE LEVEL EXPECTATION I BENCHMARK

MT.CC.L. Language Standards 5.

## 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.

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

EXPECTATION

```
CONTENT MT.CC.L. Language Standards
```

STANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL
EXPECTATION / BENCHMARK

## Vocabulary Acquisition and Use

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 22 Page 217-232
Montana Content Standards
Language Arts
Grade 5 - Adopted: 2011
CONTENT MT.CC.R Reading Standards for Literature
ST ANDARD / L.5.
DOMAIN

## BENCHMARK I

 ST ANDARD
## Key Ideas and Details

## GRADE LEVEL

EXPECTATION /
BENCHMARK about American Indians.

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
CONTENT MT.CC.R Reading Standards for Literature

ST ANDARD I L.5.
DOMAIN

| BENCHMARK $/$ | Craft and Structure |
| :--- | :--- |
| ST ANDARD |  |

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 / BENCHMARK 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 MT.CC.R Reading Standards for Literature
ST ANDARD / L.5.

## BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

## Range of Reading and Level of Text Complexity

CONTENT ST ANDARD ! DOMAIN

## BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION I 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.

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 | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD $/$ | 5. |

## BENCHMARK I ST ANDARD <br> GRADE LEVEL <br> EXPECT ATION I BENCHMARK

Text Types and Purposes
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

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

Fluency

RF.5.4.
Read with sufficient accuracy and fluency to support comprehension.
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 MT.CC.W Writing Standards
STANDARD / $\quad .5$.

DOMAIN

## Production and Distribution of Writing

GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

EXPECTATION / BENCHMARK
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 / BENCHMARK
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 | MT.CC.W. Writing Standards |
| :--- | :--- |
| ST ANDARD I | 5. |

BENCHMARK I ST ANDARD

GRADE LEVEL EXPECT ATION I BENCHMARK

Research to Build and Present Knowledge
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION

## CONTENT MT.CC.W Writing Standards

ST ANDARD I
DOMAIN

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.

## BENCHMARK I ST ANDARD

## Range of Writing

BENCHMARK

CONTENT MT.CC.SLSpeaking and Listening Standards
ST ANDARD I DOMAIN

## BENCHMARK I <br> ST ANDARD

GRADE LEVEL EXPECTATION I BENCHMARK

## Comprehension and Collaboration

 clearly.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

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.

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
ST ANDARD I L.5. DOMAIN

Comprehension and Collaboration

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

CONTENT ST ANDARD I DOMAIN

BENCHMARK I ST ANDARD GRADE LEVEL
EXPECTATION I BENCHMARK

MT.CC.L. Language Standards
5.

## Conventions of Standard English

## 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

CONTENT
ST ANDARD I
DOMAIN

## BENCHMARK I ST ANDARD <br> GRADE LEVEL <br> EXPECTATION I BENCHMARK

EXPECTATION

## CONTENT

ST ANDARD I DOMAIN

## BENCHMARK I

 ST ANDARD
## GRADE LEVEL EXPECTATION

 I BENCHMARKEXPECTATION

## EXPECTATION

CONTENT
ST ANDARD I DOMAIN

## BENCHMARK I ST ANDARD <br> GRADE LEVEL EXPECTATION I BENCHMARK

## Conventions of Standard English

L.5.2.

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

MT.CC.L. Language Standards
5.

MT.CC.L. Language Standards
5.

| Conventions of Standard English |  |
| :--- | :--- |
| L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and <br> spelling when writing. |

## Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.

L.5.3.a.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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
5.

| Vocabulary Acquisition and Use |  |
| :--- | :--- |
| L.5.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade <br> 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 MT.CC.L. Language Standards

STANDARD / 5.
DOMAIN
5.

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

## Montana Content Standards

## Language Arts

Grade 5 - Adopted: 2011
CONTENT MT.CC.R Reading Standards for Literature
ST ANDARD I L.5.
DOMAIN

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECTATION / BENCHMARK

Key Ideas and Details

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

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story,

BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

Craft and Structure 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 MT.CC.R Reading Standards for Literature

## BENCHMARK I ST ANDARD

GRADE LEVEL EXPECTATION /
BENCHMARK

Range of Reading and Level of Text Complexity

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 MT.CC.R Reading Standards: Foundational Skills
STANDARD | F.5.
```

DOMAIN

BENCHMARK I ST ANDARD

## GRADE LEVEL EXPECTATION I BENCHMARK

L.5.

## BENCHMARK I

 ST ANDARDGRADE LEVEL EXPECTATION I BENCHMARK

Text Types and Purposes
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

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 MT.CC.W Writing Standards
ST ANDARD I .5.

ST ANDARD I .5.
DOMAIN

## BENCHMARK I ST ANDARD

 EXPECTATION / BENCHMARKGRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

## Production and Distribution of Writing

 audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECTATION /
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 |$\quad$| minimum of two pages in a single sitting. |
| :--- |

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

| BENCHMARK I <br> ST ANDARD |
| :--- |
| GRADE LEVEL <br> EXPECTATION <br> I BENCHMARK W.5.9. Research to Build and Present Knowledge |

CONTENT MT.CC.W Writing Standards
ST ANDARD / .5.

| 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 /
BENCHMARK

CONTENT MT.CC.SLSpeaking and Listening Standards

## BENCHMARK I

 ST ANDARD
## GRADE LEVEL EXPECTATION I BENCHMARK

## EXPECTATION

Comprehension and Collaboration

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.

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

## EXPECTATION

CONTENT
ST ANDARD I DOMAIN

## BENCHMARK I ST ANDARD

## GRADE LEVEL

EXPECTATION /
BENCHMARK

CONTENT
STANDARD I 5.
DOMAIN

## BENCHMARK I

 ST ANDARD
## GRADE LEVEL EXPECT ATION I BENCHMARK

## EXPECTATION

## BENCHMARK I

## ST ANDARD

GRADE LEVEL
EXPECTATION I BENCHMARK

## Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.a.

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

MT.CC.L. Language Standards
5.

## Conventions of Standard English

L.5.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Comprehension and Collaboration

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

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

CONTENT
ST ANDARD I 5.
DOMAIN

| BENCHMARK <br> ST ANDARD | Knowledge of Language |  |
| :--- | :--- | :--- |
| GRADE LEVEL <br> EXPECTATION <br> I BENCHMARK L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |  |

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

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

BENCHMARK I ST ANDARD

## GRADE LEVEL EXPECT ATION I BENCHMARK

L.5.4 MT.CC.L. Language Standards 5.

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.
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.

Vocabulary Acquisition and Use

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 24 Page 245-245

Montana Content Standards

## Language Arts

Grade 5 - Adopted: 2011

```
CONTENT MT.CC.RI Reading Standards for Informational Text ST ANDARD I . 5
``` DOMAIN

\section*{BENCHMARK I} ST ANDARD

GRADE LEVEL EXPECTATION / BENCHMARK

Craft and Structure
I.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
ST ANDARD I 5.
DOMAIN

\section*{BENCHMARK I} ST ANDARD

GRADE LEVEL EXPECTATION I BENCHMARK

\section*{Text Types and Purposes}
W.5.2. Write informativelexplanatory 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 MT.CC.W Writing Standards
ST ANDARD I .5.

ST ANDARD I . 5.
DOMAIN
\begin{tabular}{|l|l|}
\hline BENCHMARK I & Production and Distribution of Writing \\
\hline ST ANDARD
\end{tabular}

GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXPECTATION / audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
BENCHMARK
\begin{tabular}{|c|c|c|}
\hline \begin{tabular}{l}
GRADE LEVEL \\
EXPECTATION / \\
BENCHMARK
\end{tabular} & 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.) \\
\hline \begin{tabular}{l}
CONTENT \\
ST ANDARD I \\
DOMAIN
\end{tabular} & \[
\begin{aligned}
& \text { MT.CC. } \\
& .5 .
\end{aligned}
\] & Writing Standards \\
\hline \begin{tabular}{l}
BENCHMARK I \\
ST ANDARD
\end{tabular} & & Range of Writing \\
\hline
\end{tabular}
GRADE LEVEL W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
EXPECTATION /
CONTENT MT.CC.S Speaking and Listening Standards

STANDARD I L.5.
DOMAIN
\begin{tabular}{|l|l|}
\hline \begin{tabular}{l} 
BENCHMARK \\
ST ANDARD
\end{tabular} & Comprehension and Collaboration \\
\hline
\end{tabular}

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

\section*{EXPECTATION /}

BENCHMARK quantitatively, and orally.
\begin{tabular}{ll} 
CONTENT & MT.CC.L. Language Standards \\
STANDARD \(/\) & 5.
\end{tabular}

\section*{BENCHMARK I Vocabulary Acquisition and Use \\ \\ ST ANDARD} \\ \\ ST ANDARD}

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).```


[^0]:    CONTENT
    MT.CC.R Reading Standards for Literature
    ST ANDARD I
    DOMAIN
    L.5.

[^1]:    Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

