Main Criteria: Structure and Style for Students
Secondary Criteria: North Dakota Content Standards

Subject: Language Arts
Grade: 5

Structure and Style for Students

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

North Dakota Content Standards Language Arts

Grade 5 - Adopted: 2017

CONTENT
STANDARD

GRADE LEVEL

EXPECT ATION

5.RF.4.

Reading Standards for Informational/Nonfiction Text

STANDARD			
BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	5.Rl.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	
GRADE LEVEL EXPECTATION	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details.	
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Craft and Structure	
GRADE LEVEL EXPECTATION	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
GRADE LEVEL EXPECTATION	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.	
CONTENT STANDARD		Reading Standards: Foundational Skills	
BENCHMARK		Fluency	

Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 5.RF.4.a. Read grade-level text with purpose and understanding.

INDICATOR	5.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Text Types and Purposes	
GRADE LEVEL EXPECTATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
INDICATOR	5.W.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.	
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
INDICATOR	5.W.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").	
CONTENT STANDARD		Speaking and Listening Standards	
BENCHMARK		Comprehension and Collaboration	
GRADE LEVEL EXPECT ATION	5.SL.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.	

INDICATOR	5.SL.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.	
INDICATOR	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.	
INDICATOR	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
CONTENT STANDARD		Speaking and Listening Standards	
BENCHMARK		Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	5.SL.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.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	5.L.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.	
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	5.L.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	
		North Dakota Content Standards Language Arts Crode F. Adonted: 2017	
CONTENT		Grade 5 - Adopted: 2017 Reading Standards for Informational/Nonfiction Text	
STANDARD		Reading Standards for informational/Normetion Feat	
BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	5.Rl.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	
GRADE LEVEL EXPECTATION	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details.	
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Craft and Structure	

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5

GRADE LEVEL

EXPECTATION

5.RI.4.

topic or subject area.

GRADE LEVEL EXPECTATION	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	5.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.	
CONTENT STANDARD		Reading Standards: Foundational Skills	
BENCHMARK		Fluency	
GRADE LEVEL EXPECT ATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.	
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.	
INDICATOR	5.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Text Types and Purposes	
GRADE LEVEL EXPECTATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
INDICATOR	5.W.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.	
INDICATOR	E 14/0 l	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topic.	
	5.W.2.b.		
INDICATOR	5.W.2.d.		
INDICATOR CONTENT STANDARD		topic.	
CONTENT		Use precise language and domain-specific vocabulary to inform about or explain the topic.	

GRADE LEVEL EXPECTATION	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
INDICATOR	5.W.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence support particular points in a text, identifying which reasons and evidence supports which point[s].").	
CONTENT STANDARD		Speaking and Listening Standards	
BENCHMARK		Comprehension and Collaboration	
GRADE LEVEL EXPECTATION	5.SL.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 ow clearly.	
INDICATOR	5.SL.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.	
INDICATOR	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.	
INDICATOR	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
CONTENT STANDARD		Speaking and Listening Standards	
BENCHMARK		Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	5.SL.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.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Practice:	
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.	

BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking	
INDICATOR		Practice:	
INDICATOR			

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	5.L.2.	lithin the context of authentic English writing and speaking	
INDICATOR		Display proficiency in:	
INDICATOR	5.L.2.e.	Use correct capitalization overall.	
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.	

CONTENT STANDARD

Language Standards

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

INDICATOR 5.L.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD

Language Standards

BENCHMARK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

North Dakota Content Standards
Language Arts
Grade 5 - Adopted: 2017

CONTENT STANDARD Reading Standards for Informational/Nonfiction Text

BENCHMARK	Key Ideas and Details		
-----------	-----------------------	--	--

GRADE LEVEL EXPECTATION	5.Rl.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade topic or subject area.
GRADE LEVEL EXPECTATION	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events ideas, concepts, or information in two or more texts.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons a evidence supports which point(s).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive reading
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	5.W.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.

INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	5.SL.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.
INDICATOR	5.SL.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.
INDICATOR	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.SL.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.
CONTENT STANDARD		Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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.
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards

GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
		North Dakota Content Standards
		Language Arts
		Grade 5 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RL.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.
GRADE LEVEL EXPECTATION	5.RL.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXPECTATION	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.

CONTENT Reading Standards for Literature/Fiction STANDARD

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently.

CONTENT Reading Standards: Foundational Skills STANDARD

BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT	Writing Standards
STANDARD	

BENCHMARK Text Types and Purposes

GRADE LEVEL EXPECT ATION	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	5.W.3.b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
INDICATOR	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	5.SL.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.
INDICATOR	5.SL.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.
INDICATOR	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD		Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.SL.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.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	5.L.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.
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RL.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.
GRADE LEVEL EXPECTATION	5.RL.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXPECTATION	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

5.RF.4.a. Read grade-level text with purpose and understanding.

INDICATOR

INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	5.W.3.b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
INDICATOR	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	5.SL.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.
INDICATOR	5.SL.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.

INDICATOR	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Knowledge of Language

GRADE LEVEL EXPECT ATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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.
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
INDICATOR	5.L.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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
		North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RL.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.
GRADE LEVEL EXPECTATION	5.RL.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Describe how a narrator's or speaker's point of view influences how events are described.

CONTENT Reading Standards for Literature/Fiction STANDARD

GRADE LEVEL

EXPECTATION

5.RL.6.

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECT ATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	5.W.3.b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
INDICATOR	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR	5.W.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	5.SL.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.
INDICATOR	5.SL.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.
INDICATOR	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECT ATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.

CO	NT	ENT	
ST	ΔN	DARI	1

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CONTENT STANDARD

Language Standards

BENCHMARK	Vocabulary Acquisition and Use
GRADE LEVEL 5.L.4. EXPECTATION	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.

CONTENT STANDARD

INDICATOR

5.L.4.a.

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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

North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.Rl.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CO	NT	ENT	
ST	ΔΝΙ	DARI	1

EXPECTATION

Reading Standards for Informational/Nonfiction Text

STANDARD		
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECT ATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	5.W.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.
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	5.SL.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.
INDICATOR	5.SL.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.
INDICATOR	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT ST ANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.SL.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.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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.
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CO	N٦	E	TΓ
ST	ΑN	ID A	NRD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017

CONT	ENT
STAN	DARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RI.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Craft and Structure
GRADE LEVEL 5. EXPECTATION	.RI.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 5. EXPECTATION		Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.

CONTENT STANDARD

Reading Standards: Foundational Skills

BENCHMARK	Fluency
GRADE LEVEL EXPECTATION	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	5.W.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.
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	5.L.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.
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84
		North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.Rl.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION	5.Rl.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.

CONTENT STANDARD

Reading Standards: Foundational Skills

BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.RF.4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	5.W.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.
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT STANDARD

Writing Standards

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.

CONTENT STANDARD

Writing Standards

STANDARD		
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.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 ST ANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	5.SL.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.
INDICATOR	5.SL.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.
INDICATOR	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.SL.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.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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.
INDICATOR	5.L.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		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92
_		North Dakota Content Standards
		Language Arts
		Grade 5 - Adopted: 2017

Grade 5 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Informational/Nonfiction Text

BENCHMARK	Key Ideas and Details
-----------	-----------------------

GRADE LEVEL EXPECTATION	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.Rl.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
		Reading Standards: Foundational Skills Fluency
STANDARD	5.RF.4.	
STANDARD BENCHMARK GRADE LEVEL	5.RF.4. 5.RF.4.a.	Fluency Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK GRADE LEVEL EXPECTATION		Fluency Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	5.RF.4.a.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT	5.RF.4.a.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT STANDARD	5.RF.4.a.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
BENCHMARK GRADE LEVEL EXPECT ATION INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL	5.RF.4.a. 5.RF.4.c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION	5.RF.4.c. 5.RF.4.c.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include

CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").

CONTENT Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.f.	Use verb tense to convey various times and sequences.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

	BENCHMARK		Conventions of Standard English
--	-----------	--	---------------------------------

GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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.
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards

BENCHMARK

Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100
		North Dakota Content Standards
		Language Arts
		Grade 5 - Adopted: 2017
CONTENT		Reading Standards for Informational/Nonfiction Text
STANDARD		Reduing Standards for informational Monitor Fext
BENCHMARK		Key Ideas and Details
BENOTIMARK		recy lucus and Betans
GRADE LEVEL EXPECTATION	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details.
CONTENT		Reading Standards for Informational/Nonfiction Text
STANDARD		Reading Standards for informational/Normiction Fext
DENCHMARK		Croft and Chrystine
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.Rl.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT ST ANDARD		Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	5.W.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.
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge

STANDARD

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to

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

CONTENT **Language Standards**

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Practice:

INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.f.	Use verb tense to convey various times and sequences.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
STANDARD		Language Standards
		Language Standards Conventions of Standard English
STANDARD	5.L.2.	
STANDARD BENCHMARK GRADE LEVEL	5.L.2.	Conventions of Standard English
BENCHMARK GRADE LEVEL EXPECTATION	5.L.2. 5.L.2.e.	Conventions of Standard English Within the context of authentic English writing and speaking
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR		Conventions of Standard English Within the context of authentic English writing and speaking Display proficiency in:
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	5.L.2.e.	Conventions of Standard English Within the context of authentic English writing and speaking Display proficiency in: Use correct capitalization overall.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR CONTENT	5.L.2.e.	Conventions of Standard English Within the context of authentic English writing and speaking Display proficiency in: Use correct capitalization overall. Use underlining, quotation marks, or italics to indicate titles of works.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR CONTENT STANDARD	5.L.2.e.	Conventions of Standard English Within the context of authentic English writing and speaking Display proficiency in: Use correct capitalization overall. Use underlining, quotation marks, or italics to indicate titles of works. Language Standards
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL	5.L.2.e. 5.L.2.g.	Conventions of Standard English Within the context of authentic English writing and speaking Display proficiency in: Use correct capitalization overall. Use underlining, quotation marks, or italics to indicate titles of works. Language Standards Knowledge of Language
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION	5.L.2.g. 5.L.3.	Conventions of Standard English Within the context of authentic English writing and speaking Display proficiency in: Use correct capitalization overall. Use underlining, quotation marks, or italics to indicate titles of works. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	5.L.2.g. 5.L.3.	Conventions of Standard English Within the context of authentic English writing and speaking Display proficiency in: Use correct capitalization overall. Use underlining, quotation marks, or italics to indicate titles of works. Language Standards Knowledge of Language 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.
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION INDICATOR CONTENT STANDARD	5.L.2.g. 5.L.3.	Conventions of Standard English Within the context of authentic English writing and speaking Display proficiency in: Use correct capitalization overall. Use underlining, quotation marks, or italics to indicate titles of works. Language Standards Knowledge of Language 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. Language Standards

BENCHMARK Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION S.E. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that slippial contents addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110 North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017 CONTENT STANDARD Reading Standards for Literature/Fiction BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL EXPECTATION Reading Standards: Foundational Skills BENCHMARK Reading Standards: Foundational Skills BENCHMARK Fluency GRADE LEVEL EXPECTATION Read with sufficient accuracy and fluency to support comprehension. Picture Fraction S.RF.4. Read grade-level text with purpose and understanding. NDICATOR S.RF.4. Use context to confirm or self-correct word recognition and understanding rereading as necessary. Writing Standards SENCHMARK Text Types and Purposes GRADE LEVEL EXPECTATION Writing Standards SENCHMARK Text Types and Purposes GRADE LEVEL EXPECTATION S.W3.a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR S.W3.a. Orient the reader by establishing a situation and infroducing a narrator and/or characters; organize an event sequences and events or show the responses of characters to situations. INDICATOR S.W3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. CONTENT Writing Standards			
BENCHMARK Vocabulary Acquisition and Use GRADE LEVEL EXPECTATION St. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal cormast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). North Dakota Content Standards Language Arts Grade S - Adopted: 2017 CONTENT STANDARD Reading Standards for Literature/Fiction STANDARD Reading Standards for Literature/Fiction STANDARD BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL EXPECTATION Reading Standards: Foundational Skills BENCHMARK Fluency GRADE LEVEL STANDARD BENCHMARK Fluency GRADE LEVEL STANDARD SPEA. Read with sufficient accuracy and fluency to support comprehension. INDICATOR SPEA. Read grade-level lext with purpose and understanding. INDICATOR SPEA. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards STANDARD Writing Standards Text Types and Purposes GRADE LEVEL SW.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR SW.3. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unifolds naturally. INDICATOR SW.3. Use concrete words and phrases and sensory details to convey experiences and events or show the responses of characters to situations. INDICATOR SW.3. Use concrete words and phrases and sensory details to convey experiences and events precisely. CONTENT STANDARD Writing Standards Writing Standards Writing Standards Writing Standards	INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that slignal commust, addition, and other logical reliaborships (e.g., however, although, nevermeless, similarly, moreover, in addition). UNITS:WRITING FROM PICTURES Week 12 Page 101-110 North Dakota Content Standards Linguage Arts Grade 1- Alopsed: 2017 Reading Standards for Literature/Fiction BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL EXPECTATION Reading Standards: Foundational Skills STANDARD Reading Standards: Foundational Skills Fluency GRADE LEVEL EXPECTATION Reading Standards: Foundational Skills STANDARD Fluency GRADE LEVEL EXPECTATION Read with sufficient accuracy and fluency to support comprehension. INDICATOR 5.RF.4. Read grade-level text with purpose and understanding, Writing Standards Fluency Writing Standards Fluence GRADE LEVEL SUBJECTION SUBJECTION Writing Standards Fluency Writing Standards Fluence GRADE LEVEL SUBJECTION SUBJECTION SUBJECTION SUBJECTION Writing Standards Fluence GRADE LEVEL SUBJECTION SUBJECTION Writing Standards Fluence GRADE LEVEL SUBJECTION SUBJECTION Writing Standards Fluence GRADE LEVEL SUBJECTION SUBJECTION SUBJECTION SUBJECTION Writing Standards Fluence GRADE LEVEL SUBJECTION SUBJECTION SUBJECTION SUBJECTION Writing Standards Writing Standards Fluence Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event descriptive details, and clear event sequences. INDICATOR SUBJECTION SUBJECTION SUBJECTION SUBJECTION Writing Standards Writing Standards Writing Standards Writing Standards	CONTENT STANDARD		Language Standards
those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). UNITS: WRITING FROM PICTURES Week 12 Page 101-110 North Dakot a Content Standards Language Arts Grade 5 - Adopted: 2017 Reading Standards for Literature/Fiction STANDARD Reading Standards for Literature/Fiction STANDARD BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL EXPECTATION Reading Standards: Foundational Skills BENCHMARK Fluency GRADE LEVEL EXPECTATION Read with sufficient accuracy and fluency to support comprehension. INDICATOR SRF.4.a. Read grade-level text with purpose and understanding. INDICATOR SRF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards BENCHMARK Text Types and Purposes GRADE LEVEL EXPECTATION SW3.1. Write narratives to develop read or imagined experiences or events using effective technique, descriptive details, and descriptive details, and substanding a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR SW3.1. Use narrative stochaiques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR SW3.1. Use controle words and phrases and sensory details to convey experiences and events precisely. CONTENT STANDARD Writing Standards Writing Standards Writing Standards	BENCHMARK		Vocabulary Acquisition and Use
North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017 Reading Standards for Literature/Fiction BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL EXPECTATION S.R.L.D. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently. Reading Standards: Foundational Skills BENCHMARK Fluency GRADE LEVEL EXPECTATION S.R.F.A. Read with sufficient accuracy and fluency to support comprehension. INDICATOR S.R.F.A. Read with sufficient accuracy and understanding. INDICATOR S.R.F.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards BENCHMARK Text Types and Purposes GRADE LEVEL EXPECTATION S.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR S.W.3. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR S.W.3. Use concrete words and phrases and sensory details to convey experiences and events precisely. Writing Standards Writing Standards Writing Standards Writing Standards		5.L.6.	those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,
CONTENT STANDARD Reading Standards for Literature/Fiction Reading Standards for Literature/Fiction Reading Standards for Literature/Fiction SPACE LEVEL SPACE			UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110
CONTENT STANDARD Reading Standards for Literature/Fiction Range of Reading and Level of Text Complexity GRADE LEVEL EXPECTATION SR.L.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently. Reading Standards: Foundational Skills BENCHMARK Fluency GRADE LEVEL EXPECTATION S.R.F.4. Read with sufficient accuracy and fluency to support comprehension. EXPECTATION S.R.F.4. Read grade-level text with purpose and understanding. INDICATOR S.R.F.4.: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes GRADE LEVEL EXPECTATION S.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR S.W.3. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR S.W.3. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR S.W.3. Use concrete words and phrases and sensory details to convey experiences and events precisely. Writing Standards Writing Standards Writing Standards			North Dakota Content Standards
Reading Standards for Literature/Fiction BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL EXPECTATION S.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently. Reading Standards: Foundational Skills BENCHMARK Fluency GRADE LEVEL EXPECTATION S.RF.4. Read with sufficient accuracy and fluency to support comprehension. INDICATOR S.RF.4. Read grade-level text with purpose and understanding. INDICATOR S.RF.4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CONTENT STANDARD Writing Standards Text Types and Purposes GRADE LEVEL EXPECTATION S.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR S.W.3. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR S.W.3. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR S.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. Writing Standards			
BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL EXPECTATION S.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently. Reading Standards: Foundational Skills BENCHMARK Fluency GRADE LEVEL EXPECTATION S.RF.4. Read with sufficient accuracy and fluency to support comprehension. INDICATOR S.RF.4.a. Read grade-level text with purpose and understanding. INDICATOR S.RF.4.b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CONTENT STANDARD Writing Standards BENCHMARK Text Types and Purposes GRADE LEVEL EXPECTATION S.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR S.W.3. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR S.W.3. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR S.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. Writing Standards Writing Standards			Grade 5 - Adopted: 2017
Reading Standards: Foundational Skills Reading Standards: Foundational Skills Reading Standards: Foundational Skills Reading Standards: Foundational Skills Fluency GRADE LEVEL EXPECTATION 5.RF.4. Read with sufficient accuracy and fluency to support comprehension. INDICATOR 5.RF.4. Read grade-level text with purpose and understanding. INDICATOR 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes GRADE LEVEL EXPECTATION 5.W.3. Write narratives to develop real or imagined experiences or events using effective technique, experiences or events using effective technique, experiences or events using effective technique, experience or events using effective technique or experience or events using effective technique or experience or events using effective technique or experience	CONTENT STANDARD		Reading Standards for Literature/Fiction
Reading Standards: Foundational Skills BENCHMARK Fluency GRADE LEVEL EXPECTATION 5.RF.4. Read with sufficient accuracy and fluency to support comprehension. INDICATOR 5.RF.4. Read grade-level text with purpose and understanding. INDICATOR 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CONTENT STANDARD Writing Standards Text Types and Purposes GRADE LEVEL EXPECTATION 5.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR 5.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR 5.W.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR 5.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. Writing Standards Writing Standards	BENCHMARK		Range of Reading and Level of Text Complexity
BENCHMARK GRADE LEVEL EXPECTATION 5.RF.4. Read with sufficient accuracy and fluency to support comprehension. INDICATOR 5.RF.4.a. Read grade-level text with purpose and understanding. INDICATOR 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CONTENT STANDARD Writing Standards Text Types and Purposes GRADE LEVEL EXPECTATION 5.W.3.a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR 5.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR 5.W.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR 5.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. CONTENT STANDARD Writing Standards		5.RL.10.	
S.RF.4. Read with sufficient accuracy and fluency to support comprehension.	CONTENT STANDARD		Reading Standards: Foundational Skills
INDICATOR 5.RF.4.a. Read grade-level text with purpose and understanding. INDICATOR 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CONTENT Writing Standards BENCHMARK Text Types and Purposes GRADE LEVEL EXPECTATION 5.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR 5.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR 5.W.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR 5.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. Writing Standards	BENCHMARK		Fluency
INDICATOR 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards BENCHMARK Text Types and Purposes GRADE LEVEL EXPECTATION 5.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR 5.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR 5.W.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR 5.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. Writing Standards Writing Standards		5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
Writing Standards Text Types and Purposes GRADE LEVEL EXPECTATION 5.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR 5.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR 5.W.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR 5.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. CONTENT STANDARD Writing Standards	INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
BENCHMARK Text Types and Purposes GRADE LEVEL EXPECTATION 5.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR 5.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR 5.W.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR 5.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. Writing Standards	INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GRADE LEVEL EXPECTATION 5.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. INDICATOR 5.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR 5.W.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR 5.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. Writing Standards	CONTENT STANDARD		Writing Standards
INDICATOR 5.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. INDICATOR 5.W.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR 5.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. CONTENT STANDARD Writing Standards Writing Standards Writing Standards	BENCHMARK		Text Types and Purposes
INDICATOR 5.W.3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. INDICATOR 5.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. CONTENT STANDARD Writing Standards		5.W.3.	
the responses of characters to situations. INDICATOR 5.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely. CONTENT STANDARD Writing Standards	INDICATOR	5.W.3.a.	
CONTENT Writing Standards STANDARD	INDICATOR	5.W.3.b.	
STANDARD	INDICATOR	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK Production and Distribution of Writing	CONTENT STANDARD		Writing Standards
	BENCHMARK		Production and Distribution of Writing

GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Research to Build and Present Knowledge	
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
INDICATOR	5.W.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").	
CONTENT ST ANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Practice:	
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
INDICATOR	5.L.1.f.	Use verb tense to convey various times and sequences.	
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking	
INDICATOR		Demonstrate proficiency in:	
INDICATOR	5.L.1.r.	Explain the function of a verb.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking	

INDICATOR

Practice:

INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking	
INDICATOR		Display proficiency in:	
INDICATOR	5.L.2.e.	Use correct capitalization overall.	
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.	
CONTENT ST ANDARD		Language Standards	
BENCHMARK		Knowledge of Language	
GRADE LEVEL EXPECTATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	5.L.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.	
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122	
		North Dakota Content Standards	
		Language Arts Grade 5 - Adopted: 2017	
CONTENT STANDARD		Reading Standards for Literature/Fiction	

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RL.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.

CO	N٦	E	TΓ
ST	ΑN	IDA	NRD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RI.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	5.Rl.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
GRADE LEVEL EXPECTATION	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CO	NT	EN.	Т
ST	ΔΝ	DAF	SD

BENCHMARK

Conventions of Standard English

Writing Standards

STANDARD		
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	5.W.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.
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
CONTENT STANDARD		Language Standards

GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	5.L.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.	
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134	
		North Dakota Content Standards	
		Language Arts	
		Grade 5 - Adopted: 2017	
ST AND ARD		Reading Standards for Literature/Fiction	
BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	5.RL.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	
CONTENT ST AND ARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Key Ideas and Details	
GRADE LEVEL EXPECTATION	5.RI.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	
GRADE LEVEL EXPECTATION	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details.	
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Craft and Structure	
GRADE LEVEL EXPECTATION	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
GRADE LEVEL EXPECTATION	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
GRADE LEVEL EXPECTATION	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Integration of Knowledge and Ideas	

GRADE LEVEL EXPECTATION	5.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	
GRADE LEVEL EXPECTATION	5.RI.9.	ntegrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.	
CONTENT STANDARD		Reading Standards: Foundational Skills	
BENCHMARK		Fluency	
GRADE LEVEL EXPECT ATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.	
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.	
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Text Types and Purposes	
GRADE LEVEL EXPECT ATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
INDICATOR	5.W.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.	
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3	

standards 1–3.

CO	NT	ΕN	ΙT
ST	ΑN	DA	RD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT STANDARD

Writing Standards

BENCHMARK	I	Research to Build and Present Knowledge
GRADE LEVEL 5.W EXPECTATION	N.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

INDICATOR 5.W.9.b

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

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.i.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.

CONTENT STANDARD

Language Standards

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXPECTATION	Within the context of authentic English writing and speaking
INDICATOR	Practice:

CO	NT	EN.	Т
ST	ΔΝ	DAF	SD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.

CONTENT STANDARD

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR 5.L.3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT STANDARD

Language Standards

BENCHMARK	Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

INDICATOR 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RL.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text

BENCHMARK	Key Ideas and Details
DENOMINA	itcy lucus and betails

GRADE LEVEL		
EXPECTATION	5.RI.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details.
CONTENT ST ANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	5.Rl.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.RI.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
GRADE LEVEL EXPECTATION	5.Rl.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
GRADE LEVEL EXPECTATION	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
		Reading Standards for Informational/Nonfiction Text Range of Reading and Level of Text Complexity
STANDARD	5.RI.10.	
BENCHMARK GRADE LEVEL	5.RI.10.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and
BENCHMARK GRADE LEVEL EXPECTATION CONTENT	5.RI.10.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
BENCHMARK GRADE LEVEL EXPECTATION CONTENT STANDARD	5.RI.10.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently. Reading Standards: Foundational Skills
BENCHMARK GRADE LEVEL EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL		Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK GRADE LEVEL EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION	5.RF.4.	Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	5.W.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.
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT		
STANDARD		Writing Standards
		Writing Standards Research to Build and Present Knowledge
STANDARD	5.W.9.	
BENCHMARK GRADE LEVEL	5.W.9. 5.W.9.b.	Research to Build and Present Knowledge
BENCHMARK GRADE LEVEL EXPECTATION		Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR CONTENT		Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR CONTENT STANDARD		Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]."). Language Standards

INDICATOR

Practice:

NDICATOR NDICATOR
VIDICATOR
NDICATOR
ONTENT TANDARD
BENCHMARK
GRADE LEVEL EXPECTATION
NDICATOR
NDICATOR
ONTENT TANDARD
BENCHMARK
GRADE LEVEL EXPECTATION
NDICATOR
NDICATOR
ONTENT TANDARD
BENCHMARK
GRADE LEVEL EXPECTATION
NDICATOR
NDICATOR
NDICATOR
ONTENT TANDARD
TANDARD
TANDARD BENCHMARK GRADE LEVEL
TANDARD BENCHMARK GRADE LEVEL EXPECTATION
BENCHMARK GRADE LEVEL EXPECTATION NDICATOR CONTENT
BENCHMARK GRADE LEVEL EXPECTATION NDICATOR ONTENT TANDARD
BENCHMARK GRADE LEVEL EXPECTATION NDICATOR

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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 7: INVENTIVE WRITING Week 16 Page 139-146

North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017

CONTENT
STANDARD

Writing Standards

STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	5.W.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.
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing

CONTENT
STANDARD

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT **STANDARD**

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:

INDICATOR 5.L.1.r. Explain the function of a verb.

CONTENT **STANDARD**

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.

CONTENT STANDARD

Language Standards

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

INDICATOR 5.L.3.a. $\label{thm:expand} \mbox{Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.}$

CONTENT **STANDARD**

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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 7: INVENTIVE WRITING Week 17 Page 147-152

North Dakota Content Standards Language Arts

Grade 5 - Adopted: 2017

CONTENT
STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	5.W.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.
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	5.W.2.e.	Provide a concluding statement or section related to the information or explanation presented.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CONTENT STANDARD

Writing Standards

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summariz or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.
CONTENT STANDARD		Language Standards
		Language Standards Conventions of Standard English
STANDARD	5.L.2.	
STANDARD BENCHMARK GRADE LEVEL	5.L.2.	Conventions of Standard English
BENCHMARK GRADE LEVEL EXPECTATION	5.L.2. 5.L.2.c.	Conventions of Standard English Within the context of authentic English writing and speaking
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR		Conventions of Standard English Within the context of authentic English writing and speaking Practice: Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT		Conventions of Standard English Within the context of authentic English writing and speaking Practice: Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT STANDARD		Conventions of Standard English Within the context of authentic English writing and speaking Practice: Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts Language Standards
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL	5.L.2.c.	Conventions of Standard English Within the context of authentic English writing and speaking Practice: Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts Language Standards Conventions of Standard English
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION	5.L.2.c.	Conventions of Standard English Within the context of authentic English writing and speaking Practice: Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts Language Standards Conventions of Standard English Within the context of authentic English writing and speaking
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	5.L.2.c.	Conventions of Standard English Within the context of authentic English writing and speaking Practice: Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts Language Standards Conventions of Standard English Within the context of authentic English writing and speaking Display proficiency in:
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR CONTENT STANDARD BENCHMARK GRADE LEVEL EXPECTATION INDICATOR INDICATOR	5.L.2.c. 5.L.2.	Conventions of Standard English Within the context of authentic English writing and speaking Practice: Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts Language Standards Conventions of Standard English Within the context of authentic English writing and speaking Display proficiency in: Use correct capitalization overall.

GRADE LEVEL EXPECTATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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 7: INVENTIVE WRITING Week 18 Page 153-158
		North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	5.W.3.b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
INDICATOR	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:

INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176

North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017

CONTENT STANDARD

Reading Standards for Literature/Fiction

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RL.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RI.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
GRADE LEVEL EXPECTATION	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECT ATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	5.W.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.
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECT ATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION		Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking	
INDICATOR		Practice:	
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).	

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.

CONTENT STANDARD

Language Standards

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

INDICATOR

5.L.3.a.

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

CO	NT	.EI	١T
ST	ΑN	DA	RD

EXPECTATION

EXPECTATION

GRADE LEVEL 5.RI.6.

Language Standards

STANDARD				
BENCHMARK		Vocabulary Acquisition and Use		
GRADE LEVEL EXPECTATION	5.L.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.		
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		
CONTENT STANDARD		Language Standards		
BENCHMARK		Vocabulary Acquisition and Use		
GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194		
		North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017		
CONTENT STANDARD		Reading Standards for Literature/Fiction		
BENCHMARK		Key Ideas and Details		
GRADE LEVEL EXPECTATION	5.RL.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.		
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text		
BENCHMARK		Key Ideas and Details		
GRADE LEVEL EXPECTATION	5.RI.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.		
GRADE LEVEL EXPECTATION	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details.		
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text		
BENCHMARK		Craft and Structure		
GRADE LEVEL EXPECTATION	5.RI.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	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concents, or information in two or more texts.		

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

they represent.

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view

CO	NT	ENT	
ST	ΔN	DARI	1

Reading Standards for Informational/Nonfiction Text

STANDARD			
BENCHMARK		Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).	
GRADE LEVEL EXPECTATION	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text	
BENCHMARK		Range of Reading and Level of Text Complexity	
GRADE LEVEL EXPECTATION	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.	
CONTENT STANDARD		Reading Standards: Foundational Skills	
BENCHMARK		Fluency	
GRADE LEVEL EXPECTATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.	
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.	
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Text Types and Purposes	
GRADE LEVEL EXPECTATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
INDICATOR	5.W.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.	
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
CONTENT STANDARD		Writing Standards	
BENCHMARK		Production and Distribution of Writing	
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.		
CONTENT STANDARD		Writing Standards		
BENCHMARK		Research to Build and Present Knowledge		
GRADE LEVEL EXPECTATION	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		
GRADE LEVEL EXPECTATION	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
CONTENT STANDARD		Writing Standards		
BENCHMARK		Research to Build and Present Knowledge		
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
INDICATOR	5.W.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").		
CONTENT ST ANDARD		Language Standards		
BENCHMARK		Conventions of Standard English		
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking		
INDICATOR		Practice:		
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.		
CONTENT STANDARD		Language Standards		
BENCHMARK		Conventions of Standard English		
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking		
INDICATOR		Demonstrate proficiency in:		
INDICATOR	5.L.1.r.	Explain the function of a verb.		
CONTENT ST ANDARD		Language Standards		
BENCHMARK		Conventions of Standard English		
BENCHWARK				
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking		

INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).	
CONTENT STANDARD		Language Standards	
BENCHMARK		Conventions of Standard English	
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking	
INDICATOR		Display proficiency in:	
INDICATOR	5.L.2.e.	Use correct capitalization overall.	
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Knowledge of Language	
GRADE LEVEL EXPECTATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	5.L.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.	
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
CONTENT STANDARD		Language Standards	
BENCHMARK		Vocabulary Acquisition and Use	
GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216	
		North Dakota Content Standards	
		Language Arts	

Grade 5 - Adopted: 2017

CONTENT Reading Standards for Literature/Fiction STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RL.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.

CO	N٦	E	TΓ
ST	ΑN	IDA	NRD

Reading Standards for Informational/Nonfiction Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.Rl.1.	Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.
GRADE LEVEL EXPECTATION	5.Rl.2.	Determine two or more main ideas of a text and explain how they are supported by key details.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXPECTATION	5.RI.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXPECTATION	5.Rl.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
GRADE LEVEL EXPECTATION	5.RI.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD		Reading Standards for Informational/Nonfiction Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RI.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CO	NT	EN.	Т
ST	ΔΝ	DAF	SD

BENCHMARK

Conventions of Standard English

Writing Standards

STANDARD		
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	5.W.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.
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXPECTATION	5.W.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].").
CONTENT STANDARD		Language Standards

GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
EXPECTATION		5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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
		North Dakota Content Standards Language Arts
		Grade 5 - Adopted: 2017
ST ANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RL.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.
GRADE LEVEL EXPECTATION	5.RL.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXPECTATION	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.RL.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently.

CONTENT STANDARD

Reading Standards: Foundational Skills

BENCHMARK		Fluency
GRADE LEVEL EXPECTATION		Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD

Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	5.W.3.b.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
INDICATOR	5.W.3.d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	5.W.3.e.	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD

Writing Standards

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.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	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others. Grade-specific expectations for writing types are defined in standards 1–3.

CONTENT STANDARD

Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION		Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").

CONTENT STANDARD

Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECT ATION	5.SL.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.
INDICATOR	5.SL.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.
INDICATOR	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:

INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.
CONTENT STANDARD		Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECT ATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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.
INDICATOR	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 9: FORMAL CRITIQUE Week 23 Page 233-244
		North Dakota Content Standards Language Arts Grade 5 - Adopted: 2017
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXPECTATION	5.RL.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.
GRADE LEVEL EXPECTATION	5.RL.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RL.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

GRADE LEVEL EXPECTATION	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	5.RL.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
CONTENT ST ANDARD		Reading Standards for Literature/Fiction
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level10 independently and proficiently.
CONTENT STANDARD		Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXPECTATION	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	5.RF.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD		Writing Standards
STANDARD	5.W.3.	Writing Standards
STANDARD BENCHMARK GRADE LEVEL	5.W.3. 5.W.3.a.	Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
BENCHMARK GRADE LEVEL EXPECTATION		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. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
BENCHMARK GRADE LEVEL EXPECTATION INDICATOR	5.W.3.a.	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. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show
BENCHMARK GRADE LEVEL EXPECT ATION INDICATOR INDICATOR	5.W.3.a. 5.W.3.b.	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. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
BENCHMARK GRADE LEVEL EXPECT ATION INDICATOR INDICATOR	5.W.3.a. 5.W.3.b. 5.W.3.d.	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. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely.
BENCHMARK GRADE LEVEL EXPECT ATION INDICATOR INDICATOR INDICATOR INDICATOR CONTENT	5.W.3.a. 5.W.3.b. 5.W.3.d.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

GRADE LEVEL EXPECTATION	5.W.5.	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	5.W.6.	Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools as well as to interact and collaborate with others.Grade-specific expectations for writing types are defined in standards 1–3.
CONTENT STANDARD		Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	5.W.9.a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").
CONTENT STANDARD		Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	5.SL.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.
INDICATOR	5.SL.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.
INDICATOR	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.1.a.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
INDICATOR	5.L.1.j.	Resolve issues of complex of contested usage, consulting reliable references as needed.
CONTENT ST ANDARD		Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.1.	Within the context of authentic English writing and speaking
INDICATOR		Demonstrate proficiency in:
INDICATOR	5.L.1.r.	Explain the function of a verb.

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Practice:
INDICATOR	5.L.2.c.	Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).

CONTENT STANDARD

Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXPECTATION	5.L.2.	Within the context of authentic English writing and speaking
INDICATOR		Display proficiency in:
INDICATOR	5.L.2.e.	Use correct capitalization overall.
INDICATOR	5.L.2.g.	Use underlining, quotation marks, or italics to indicate titles of works.

CONTENT STANDARD

Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXPECTATION	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	5.L.3.b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CONTENT STANDARD

Language Standards

ary Acquisition and Use
ne or clarify the meaning of unknown and multiple-meaning words and phrases based on grade ag and content, choosing flexibly from a range of strategies.

INDICATOR 5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD

Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	5.L.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 24 Page 245-245

CONTENT

EXPECTATION

moreover, in addition).

Reading Standards for Informational/Nonfiction Text

STANDARD		
BENCHMARK		Craft and Structure
GRADE LEVEL EXPECTATION	5.RI.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD		Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXPECTATION	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD		Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	5.W.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STANDARD		Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL	5.L.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,