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		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.

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.)

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 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		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
Grade **5** - Adopted: **2017**

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.
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**
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 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.

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 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.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.

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**
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 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.

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). |

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.**
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.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		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.

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 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.
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.
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.
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 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 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.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.

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**

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 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 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 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

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.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.

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

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.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 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		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.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.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 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 5: WRITING FROM PICTURES Week 11 Page 93-100 |

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.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 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		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.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.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 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 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	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**

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		**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		**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 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 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.

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 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 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.
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**

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 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 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.

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

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.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.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 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.

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).

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		**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	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.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; 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	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.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 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.

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 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 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.

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 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 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 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.

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 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 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 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.

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**

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 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.**
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 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.

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 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.**

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 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.
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 24 Page 245-245

North Dakota Content Standards
Language Arts

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.

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 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).