Structure and Style for Students

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

South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA College and Career Readiness Anchor Standards for Reading .R.	
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	SD.CCRA College and Career Readiness Anchor Standards for Reading .R.	
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	SD.CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND	SD.CCRA College and Career Readiness Anchor Standards for Reading .R.	
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND	SD.CCRA College and Career Readiness Anchor Standards for Reading .R.	
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA College and Career Readiness Anchor Standards for Writing .W.	
INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Writing .W.**

INDICATOR/B ENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Writing .W.**

INDICATOR/B ENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Writing .W.**

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.**

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.**

INDICATOR/B ENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		**Knowledge of Language**
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language
INDICATOR/B ENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		**Craft and Structure**
STANDARD	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.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**5.RI.10.**	**By the end of the year, read and comprehend informational text.**

SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).
SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.RF.   Reading Standards: Foundational Skills

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

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.b.	Interact and collaborate with others.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**5.W.8.**	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.e.	Cooperate and problem solve as appropriate for productive group discussions.

GOAL/STRAND   SD.5.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND   SD.5.SL.   Speaking and Listening Standards

INDICATOR/BE NCHMARK		Presentation of Knowledge and Ideas
STANDARD	5.SL.4.	Report on a topic or text or present an opinion.
SUPPORTING SKILLS	5.SL.4.c.	Speak clearly at an understandable pace.

GOAL/STRAND SD.5.SL. Speaking and Listening Standards

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	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

South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas

STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Text Types and Purposes

STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Production and Distribution of Writing

STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Range of Writing

STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening

INDICATOR/B ENCHMARK		Comprehension and Collaboration

STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND   **SD.5.RI.**   **Reading Standards for Informational Text**

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	5.RI.10.	By the end of the year, read and comprehend informational text.
SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).
SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills

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

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.b.	Interact and collaborate with others.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.e.	Cooperate and problem solve as appropriate for productive group discussions.

GOAL/STRAND SD.5.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.5.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	**5.SL.4.**	**Report on a topic or text or present an opinion.**
SUPPORTING SKILLS	5.SL.4.c.	Speak clearly at an understandable pace.

GOAL/STRAND SD.5.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**5.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

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

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

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South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND   **SD.CCRA.R.**   **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND   **SD.CCRA.R.**   **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	SD.CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND   **SD.CCRA.R.**   **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas

STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

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

STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Text Types and Purposes**

STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

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

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	**SD.CCRA.W.**	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Range of Writing**

STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**

STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	**SD.CCRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GOAL/STRAND **SD.CCRA .L.** **College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND **SD.CCRA .L.** **College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA .L.** **College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND **SD.5.RI.** **Reading Standards for Informational Text**

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND **SD.5.RI.** **Reading Standards for Informational Text**

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	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.

GOAL/STRAND **SD.5.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND   **SD.5.RI.**   **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**5.RI.10.**	**By the end of the year, read and comprehend informational text.**
SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).
SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   **SD.5.RF.**   **Reading Standards: Foundational Skills**

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

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.b.	Interact and collaborate with others.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.e.	Cooperate and problem solve as appropriate for productive group discussions.

GOAL/STRAND   SD.5.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.5.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	5.SL.4.	Report on a topic or text or present an opinion.
SUPPORTING SKILLS	5.SL.4.c.	Speak clearly at an understandable pace.

GOAL/STRAND SD.5.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.

SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	SD.5.L.	**Language Standards**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	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).

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South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	SD.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	SD.CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD	SD.CCRA.R.6.	Assess how point of view or purpose shapes the content and style of a text.

GOAL/STRAND	SD.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND	SD.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

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

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA .W.	**SD.CCRA College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GOAL/STRAND	SD.CCRA .W.	**SD.CCRA College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA .W.	**SD.CCRA College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND	SD.CCRA .W.	**SD.CCRA College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	SD.CCRA .SL.	**SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	SD.CCRA .SL.	**SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/B ENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND **SD.5.RL.** **Reading Standards for Literature**

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

GOAL/STRAND **SD.5.RL.** **Reading Standards for Literature**

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	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.

STANDARD	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.

GOAL/STRAND SD.5.RL. Reading Standards for Literature

INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**5.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. By the end of the year, read and comprehend a variety of literary text.**
SUPPORTING SKILLS	5.RL.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language/literary features, knowledge demands).
SUPPORTING SKILLS	5.RL.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.5.RF. Reading Standards: Foundational Skills

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

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.**
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	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.

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.b.	Interact and collaborate with others.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	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]").

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.SL.   Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.e.	Cooperate and problem solve as appropriate for productive group discussions.

GOAL/STRAND   SD.5.SL.   Speaking and Listening Standards

INDICATOR/B ENCHMARK		Comprehension and Collaboration

STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.5.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	**5.SL.4.**	**Report on a topic or text or present an opinion.**
SUPPORTING SKILLS	5.SL.4.c.	Speak clearly at an understandable pace.

GOAL/STRAND **SD.5.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND **SD.5.L.** **Language Standards**

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

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use

STANDARD	5.L.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	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).

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South Dakota Content Standards
Language Arts
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	SD.CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD	SD.CCRA.R.6.	Assess how point of view or purpose shapes the content and style of a text.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Reading .R.

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND SD.CCRA .W. **College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GOAL/STRAND SD.CCRA .W. **College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND SD.CCRA .W. **College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND SD.CCRA .W. **College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA .SL. **College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND   SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND   SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND   SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND   SD.5.RL.   Reading Standards for Literature

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

GOAL/STRAND   SD.5.RL.   Reading Standards for Literature

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.

GOAL/STRAND   SD.5.RL.   Reading Standards for Literature

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. By the end of the year, read and comprehend a variety of literary text.

SUPPORTING SKILLS	5.RL.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language/literary features, knowledge demands).
SUPPORTING SKILLS	5.RL.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.RF.   Reading Standards: Foundational Skills

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

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.**
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	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.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.b.	Interact and collaborate with others.

| SUPPORTING SKILLS | 5.W.6.c. | Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting. |

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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]").

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND **SD.5.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	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.

GOAL/STRAND **SD.5.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND   SD.5.L.   Language Standards

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

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	5.L.4.c.	Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	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

South Dakota Content Standards

Language Arts

Grade **5** - Adopted: **2018**

**GOAL/STRAND   SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.**

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Reading .R.**

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD	SD.CCR A.R.6.	Assess how point of view or purpose shapes the content and style of a text.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Reading .R.**

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Reading .R.**

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Writing .W.**

INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Writing .W.**

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND SD.CCRA **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/B ENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND SD.CCRA **College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA **College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.CCRA **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND SD.CCRA **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		**Knowledge of Language**
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND SD.CCRA **College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCR A.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND	SD.5.RL.	Reading Standards for Literature

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

GOAL/STRAND	SD.5.RL.	Reading Standards for Literature

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.

GOAL/STRAND	SD.5.RL.	Reading Standards for Literature

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**5.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. By the end of the year, read and comprehend a variety of literary text.**
SUPPORTING SKILLS	5.RL.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language/literary features, knowledge demands).
SUPPORTING SKILLS	5.RL.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills

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

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**5.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.**

SUPPORTING SKILLS	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.
SUPPORTING SKILLS	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.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.b.	Interact and collaborate with others.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	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]").

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration

STANDARD	5.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	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.

GOAL/STRAND	SD.5.SL.	**Speaking and Listening Standards**
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	5.L.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	5.L.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

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

GOAL/STRAND	SD.5.L.	**Language Standards**
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	5.L.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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

South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND   SD.CCRA.R.   College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND   SD.CCRA.R.   College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	SD.CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND   SD.CCRA.R.   College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND   SD.CCRA.R.   College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas

STANDARD	SD.CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GOAL/STRAND   **SD.CCRA.L.**   **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND   **SD.CCRA.L.**   **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND   **SD.CCRA.L.**   **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND   **SD.5.RI.**   **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND   **SD.5.RI.**   **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	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.

GOAL/STRAND   **SD.5.RI.**   **Reading Standards for Informational Text**

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

STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND   **SD.5.RI.**   **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**5.RI.10.**	**By the end of the year, read and comprehend informational text.**
SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).
SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   **SD.5.RF.**   **Reading Standards: Foundational Skills**

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

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	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.

SUPPORTING SKILLS	5.SL.1.e.	Cooperate and problem solve as appropriate for productive group discussions.

GOAL/STRAND   **SD.5.SL.**   **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND   **SD.5.SL.**   **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	**5.SL.4.**	**Report on a topic or text or present an opinion.**
SUPPORTING SKILLS	5.SL.4.c.	Speak clearly at an understandable pace.

GOAL/STRAND   **SD.5.SL.**   **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	**5.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND   SD.5.L.   **Language Standards**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	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).

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South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND   SD.CCRA.R. **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND   SD.CCRA.R. **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	SD.CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND   SD.CCRA.R. **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND   SD.CCRA.R. **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND **SD.CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND **SD.CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND **SD.CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND **SD.CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.CCRA.L.** **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND **SD.CCRA.L.** **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA.L.** **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND **SD.5.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND **SD.5.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.

GOAL/STRAND **SD.5.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND **SD.5.RI.** **Reading Standards for Informational Text**

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**5.RI.10.**	**By the end of the year, read and comprehend informational text.**
SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).

SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND **SD.5.RF.** **Reading Standards: Foundational Skills**

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

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND SD.5.W. **Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.8.**	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND SD.5.W. **Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND SD.5.W. **Writing Standards**

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.5.SL. **Speaking and Listening Standards**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.5.L. **Language Standards**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND SD.5.L. **Language Standards**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND SD.5.L. **Language Standards**

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	5.L.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

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South Dakota Content Standards
Language Arts
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GOAL/STRAND   SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND   SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	SD.CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND   SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND   **SD.CCRA .SL.**   **College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/B ENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	SD.CCR A.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GOAL/STRAND   **SD.CCRA .L.**   **College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCR A.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND   **SD.CCRA .L.**   **College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		**Knowledge of Language**
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND   **SD.CCRA .L.**   **College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND   **SD.5.RI.**   **Reading Standards for Informational Text**

INDICATOR/B ENCHMARK		**Key Ideas and Details**

STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	5.RI.10.	By the end of the year, read and comprehend informational text.
SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).
SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills

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

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

INDICATOR/B ENCHMARK		**Production and Distribution of Writing**
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   SD.5.W.   **Writing Standards**

INDICATOR/BE NCHMARK		**Production and Distribution of Writing**
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND   SD.5.W.   **Writing Standards**

INDICATOR/BE NCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.8.**	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND   SD.5.W.   **Writing Standards**

INDICATOR/BE NCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND   SD.5.W.   **Writing Standards**

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.SL.   **Speaking and Listening Standards**

INDICATOR/BE NCHMARK		**Comprehension and Collaboration**

STANDARD	5.SL.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.e.	Cooperate and problem solve as appropriate for productive group discussions.

GOAL/STRAND   SD.5.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND   SD.5.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	**5.SL.4.**	**Report on a topic or text or present an opinion.**
SUPPORTING SKILLS	5.SL.4.c.	Speak clearly at an understandable pace.

GOAL/STRAND   SD.5.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		**Presentation of Knowledge and Ideas**
STANDARD	5.SL.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**5.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	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).

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South Dakota Content Standards
Language Arts
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GOAL/STRAND **SD.CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND **SD.CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language

INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND	SD.CCRA .L.	College and Career Readiness Anchor Standards for Language

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	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.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	5.RI.10.	By the end of the year, read and comprehend informational text.
SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills

INDICATOR/BE NCHMARK		Fluency
STANDARD	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.

SUPPORTING SKILLS	5.RF.4.a.	Read grade-level text with purpose and understanding.
SUPPORTING SKILLS	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use

STANDARD	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).

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South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA .W.	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		**Range of Writing**

STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	SD.CCRA .SL.	**College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**

STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	SD.CCRA .L.	**College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		**Conventions of Standard English**

STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND	SD.CCRA .L.	**College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		**Knowledge of Language**

STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND	SD.CCRA .L.	**College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		**Vocabulary Acquisition and Use**

STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND	SD.5.RI.	**Reading Standards for Informational Text**

INDICATOR/B ENCHMARK		**Key Ideas and Details**

STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**5.RI.10.**	**By the end of the year, read and comprehend informational text.**
SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.RF.	Reading Standards: Foundational Skills

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

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing

STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English

STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

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South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas

STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity

STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Text Types and Purposes

STANDARD	SD.CCR A.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Production and Distribution of Writing

STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge

STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Range of Writing

STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	SD.CCRA .SL.	College and Career Readiness Anchor Standards for Speaking and Listening

INDICATOR/B ENCHMARK		Comprehension and Collaboration

STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND   **SD.CCRA.L.**   **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND   **SD.CCRA.L.**   **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND   **SD.CCRA.L.**   **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND   **SD.5.RL.**   **Reading Standards for Literature**

INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**5.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. By the end of the year, read and comprehend a variety of literary text.**
SUPPORTING SKILLS	5.RL.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   **SD.5.RF.**   **Reading Standards: Foundational Skills**

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

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.**
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	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.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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]").

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SUPPORTING SKILLS	5.L.1.c.	Use verb tense to convey various times, sequences, states, and conditions.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**5.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	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).

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GOAL/STRAND	SD.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	SD.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	SD.CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND	SD.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD	SD.CCRA.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

GOAL/STRAND	SD.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA.W.	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	SD.CCRA.W.	**College and Career Readiness Anchor Standards for Writing**

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

STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		Knowledge of Language
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND	**SD.5.RL.**	**Reading Standards for Literature**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	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.
STANDARD	5.RI.5.	Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (description, chronology, comparison, cause/effect, and problem/solution).
STANDARD	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
STANDARD	5.RI.9.	Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

GOAL/STRAND	**SD.5.RI.**	**Reading Standards for Informational Text**
INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**5.RI.10.**	**By the end of the year, read and comprehend informational text.**

SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).
SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.RF.   Reading Standards: Foundational Skills

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

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND SD.5.W. **Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	5.W.7.	Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.

GOAL/STRAND SD.5.W. **Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.8.**	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.
SUPPORTING SKILLS	5.W.8.b.	Provide a list of sources.

GOAL/STRAND SD.5.W. **Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND SD.5.W. **Writing Standards**

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.5.SL. **Speaking and Listening Standards**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.5.L. **Language Standards**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.

SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	**SD.5.L.**	**Language Standards**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	**SD.5.L.**	**Language Standards**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**5.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND	**SD.5.L.**	**Language Standards**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	**SD.5.L.**	**Language Standards**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	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).

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South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND	**SD.CCRA.R.**	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

| STANDARD | SD.CCR A.R.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/B ENCHMARK		**Craft and Structure**
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/B ENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/B ENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/B ENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/B ENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND SD.CCRA.W. **College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND SD.CCRA.W. **College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA.SL. **College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.CCRA.L. **College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND SD.CCRA.L. **College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		**Knowledge of Language**
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND SD.CCRA.L. **College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND   SD.5.RL.   Reading Standards for Literature

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

GOAL/STRAND   SD.5.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND   SD.5.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	5.RI.5.	Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (description, chronology, comparison, cause/effect, and problem/solution).
STANDARD	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

GOAL/STRAND   SD.5.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
STANDARD	5.RI.9.	Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

GOAL/STRAND   SD.5.RI.   Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**5.RI.10.**	**By the end of the year, read and comprehend informational text.**
SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).
SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.RF.   Reading Standards: Foundational Skills

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

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge

STANDARD	5.W.7.	Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**5.W.8.**	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.
SUPPORTING SKILLS	5.W.8.b.	Provide a list of sources.

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND **SD.5.SL.** **Speaking and Listening Standards**

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

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South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND   SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND   SD.CCRA College and Career Readiness Anchor Standards for Reading
.R.

INDICATOR/BENCHMARK		Craft and Structure

STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND	SD.CCRA .R.	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/B ENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

GOAL/STRAND	SD.CCRA .R.	**College and Career Readiness Anchor Standards for Reading**
INDICATOR/B ENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA .W.	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/B ENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	SD.CCRA .W.	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/B ENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA .W.	**College and Career Readiness Anchor Standards for Writing**
INDICATOR/B ENCHMARK		**Research to Build and Present Knowledge**

STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		**Knowledge of Language**
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND **SD.5.RL.** **Reading Standards for Literature**

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

GOAL/STRAND SD.5.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND SD.5.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	5.RI.5.	Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (description, chronology, comparison, cause/effect, and problem/solution).
STANDARD	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

GOAL/STRAND SD.5.RI. Reading Standards for Informational Text

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	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.
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
STANDARD	5.RI.9.	Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

GOAL/STRAND SD.5.RI. Reading Standards for Informational Text

INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**5.RI.10.**	**By the end of the year, read and comprehend informational text.**
SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).
SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.5.RF. Reading Standards: Foundational Skills

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

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge

STANDARD	5.W.7.	Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**5.W.8.**	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.
SUPPORTING SKILLS	5.W.8.b.	Provide a list of sources.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND   **SD.5.L.**   **Language Standards**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

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South Dakota Content Standards
Language Arts
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GOAL/STRAND   **SD.CCRA.R.**   **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND   **SD.CCRA.W.**   **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	SD.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**5.W.8.**	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Range of Writing

STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	**5.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

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GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas

| STANDARD | SD.CCRA.R.7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

GOAL/STRAND SD.CCRA.W. **College and Career Readiness Anchor Standards for Writing**

| INDICATOR/BENCHMARK | | **Text Types and Purposes** |

| STANDARD | SD.CCRA.W.2. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

GOAL/STRAND SD.CCRA.W. **College and Career Readiness Anchor Standards for Writing**

| INDICATOR/BENCHMARK | | **Production and Distribution of Writing** |

STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND SD.CCRA.W. **College and Career Readiness Anchor Standards for Writing**

| INDICATOR/BENCHMARK | | **Research to Build and Present Knowledge** |

| STANDARD | SD.CCRA.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

GOAL/STRAND SD.CCRA.W. **College and Career Readiness Anchor Standards for Writing**

| INDICATOR/BENCHMARK | | **Range of Writing** |

| STANDARD | SD.CCRA.W.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

GOAL/STRAND SD.CCRA.SL. **College and Career Readiness Anchor Standards for Speaking and Listening**

| INDICATOR/BENCHMARK | | **Comprehension and Collaboration** |

| STANDARD | SD.CCRA.SL.2. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |

GOAL/STRAND SD.CCRA.L. **College and Career Readiness Anchor Standards for Language**

| INDICATOR/BENCHMARK | | **Conventions of Standard English** |

STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SUPPORTING SKILLS	5.W.2.e.	Provide a conclusion related to the information or explanation presented.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	**5.W.8.**	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	**5.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use

| STANDARD | 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). |

South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND	SD.CCRA.W.	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GOAL/STRAND	SD.CCRA.W.	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA.W.	**College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND	SD.CCRA.SL.	**College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND	SD.CCRA.L.	College and Career Readiness Anchor Standards for Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.3.	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.**
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	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.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND	SD.5.W.	Writing Standards
INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**5.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND	SD.5.L.	Language Standards
INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	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).

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GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Production and Distribution of Writing

STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing
.W.

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening
.SL.

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
.L.

INDICATOR/B ENCHMARK		**Knowledge of Language**

STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA .L.** **College and Career Readiness Anchor Standards for Language**

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND **SD.5.RL.** **Reading Standards for Literature**

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

GOAL/STRAND **SD.5.RI.** **Reading Standards for Informational Text**

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND **SD.5.RI.** **Reading Standards for Informational Text**

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	5.RI.5.	Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (description, chronology, comparison, cause/effect, and problem/solution).
STANDARD	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

GOAL/STRAND **SD.5.RI.** **Reading Standards for Informational Text**

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
STANDARD	5.RI.9.	Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

GOAL/STRAND SD.5.RI. Reading Standards for Informational Text

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**5.RI.10.**	**By the end of the year, read and comprehend informational text.**
SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).
SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.5.RF. Reading Standards: Foundational Skills

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

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing

STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.7.	Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.
SUPPORTING SKILLS	5.W.8.b.	Provide a list of sources.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BE NCHMARK		Knowledge of Language
STANDARD	5.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

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South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Reading**
.R.

INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	SD.CCR A.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCR A.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	SD.CCR A.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCR A.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD	SD.CCR A.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/B ENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCR A.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Text Types and Purposes
STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Writing .W.**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCR A.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCR A.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Writing .W.**

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Language .L.**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Language .L.**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND   **SD.CCRA College and Career Readiness Anchor Standards for Language .L.**

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND	SD.5.RL.	Reading Standards for Literature
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Key Ideas and Details
STANDARD	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	5.RI.5.	Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (description, chronology, comparison, cause/effect, and problem/solution).
STANDARD	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
STANDARD	5.RI.9.	Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

GOAL/STRAND	SD.5.RI.	Reading Standards for Informational Text
INDICATOR/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD	5.RI.10.	By the end of the year, read and comprehend informational text.

SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).
SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.RF.   Reading Standards: Foundational Skills

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

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	5.W.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	5.W.6.	With guidance as needed, use technology, including the internet, to enhance writing.
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.

SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.7.	Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.8.	Recall and gather relevant information from experiences and multiple print and digital sources;
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.
SUPPORTING SKILLS	5.W.8.b.	Provide a list of sources.

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND SD.5.SL. Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	5.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.

SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		**Conventions of Standard English**
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		**Knowledge of Language**
STANDARD	**5.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
SUPPORTING SKILLS	5.L.3.a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	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).

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South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND **SD.CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		**Key Ideas and Details**
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND **SD.CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	SD.CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GOAL/STRAND **SD.CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STANDARD	SD.CCRA.R.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

GOAL/STRAND **SD.CCRA.R.** **College and Career Readiness Anchor Standards for Reading**

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND **SD.CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	SD.CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND **SD.CCRA.W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND **SD.CCRA.W.** College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	SD.CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
STANDARD	SD.CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND **SD.CCRA.W.** College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		Range of Writing
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA.SL.** College and Career Readiness Anchor Standards for Speaking and Listening

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.CCRA.L.** College and Career Readiness Anchor Standards for Language

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND **SD.CCRA.L.** College and Career Readiness Anchor Standards for Language

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA.L.** College and Career Readiness Anchor Standards for Language

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use

STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND   SD.5.RL.   Reading Standards for Literature

INDICATOR/B ENCHMARK		**Key Ideas and Details**
STANDARD	5.RL.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

GOAL/STRAND   SD.5.RI.   Reading Standards for Informational Text

INDICATOR/B ENCHMARK		**Key Ideas and Details**
STANDARD	5.RI.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

GOAL/STRAND   SD.5.RI.   Reading Standards for Informational Text

INDICATOR/B ENCHMARK		**Craft and Structure**
STANDARD	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.
STANDARD	5.RI.5.	Compare and contrast the overall text structure and the presentation of events, ideas, concepts, or information in two or more texts (description, chronology, comparison, cause/effect, and problem/solution).
STANDARD	5.RI.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

GOAL/STRAND   SD.5.RI.   Reading Standards for Informational Text

INDICATOR/B ENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	5.RI.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
STANDARD	5.RI.9.	Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.

GOAL/STRAND   SD.5.RI.   Reading Standards for Informational Text

INDICATOR/BE NCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	**5.RI.10.**	**By the end of the year, read and comprehend informational text.**
SUPPORTING SKILLS	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language features, knowledge demands).

SUPPORTING SKILLS	5.RI.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND **SD.5.RF.** **Reading Standards: Foundational Skills**

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

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/B ENCHMARK		**Research to Build and Present Knowledge**
STANDARD	5.W.7.	Conduct short research projects that use multiple sources to build knowledge through investigation of different aspects of a topic.

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BE NCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.8.**	**Recall and gather relevant information from experiences and multiple print and digital sources;**
SUPPORTING SKILLS	5.W.8.a.	Summarize or paraphrase information in notes and finished work.
SUPPORTING SKILLS	5.W.8.b.	Provide a list of sources.

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/BE NCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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 support which point[s]")

GOAL/STRAND **SD.5.W.** **Writing Standards**

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND **SD.5.SL.** **Speaking and Listening Standards**

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.5.L.** **Language Standards**

INDICATOR/BE NCHMARK		**Conventions of Standard English**
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.

SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	**5.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

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

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**

SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

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South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		**Craft and Structure**
STANDARD	SD.CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD	SD.CCRA.R.6.	Assess how point of view or purpose shapes the content and style of a text.

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		**Integration of Knowledge and Ideas**
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND	SD.CCRA.R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		**Range of Reading and Level of Text Complexity**
STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND	SD.CCRA.W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCR A.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Writing .W.**

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening .SL.**

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCR A.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Language .L.**

INDICATOR/B ENCHMARK		**Conventions of Standard English**
STANDARD	SD.CCR A.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Language .L.**

INDICATOR/B ENCHMARK		**Knowledge of Language**
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Language .L.**

INDICATOR/B ENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCR A.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND **SD.5.RL. Reading Standards for Literature**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

GOAL/STRAND   SD.5.RL.   Reading Standards for Literature

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.

GOAL/STRAND   SD.5.RL.   Reading Standards for Literature

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**5.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. By the end of the year, read and comprehend a variety of literary text.**
SUPPORTING SKILLS	5.RL.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language/literary features, knowledge demands).
SUPPORTING SKILLS	5.RL.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.RF.   Reading Standards: Foundational Skills

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

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**5.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.**
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	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.

SUPPORTING SKILLS	5.W.3.e.	Provide a conclusion that follows the narrated experiences or events.

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		**Production and Distribution of Writing**
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		**Research to Build and Present Knowledge**
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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]").

GOAL/STRAND   **SD.5.W.**   **Writing Standards**

INDICATOR/BENCHMARK		**Range of Writing**
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   **SD.5.SL.**   **Speaking and Listening Standards**

INDICATOR/BENCHMARK		**Comprehension and Collaboration**
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	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.

SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	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.

GOAL/STRAND   SD.5.SL.   Speaking and Listening Standards

INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	**5.L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND   SD.5.L.   Language Standards

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

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	**5.L.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.**

| SUPPORTING SKILLS | 5.L.4.a. | Use context as a clue to the meaning of a word or phrase. |

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

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South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	SD.CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD	SD.CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	SD.CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD	SD.CCRA.R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD	SD.CCRA.R.6.	Assess how point of view or purpose shapes the content and style of a text.

GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCRA.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND SD.CCRA.R. College and Career Readiness Anchor Standards for Reading

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity

STANDARD	SD.CCRA.R.10.	Read and comprehend complex literary and informational texts independently and proficiently.

SD.CCRA .W. **College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		**Text Types and Purposes**
STANDARD	SD.CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GOAL/STRAND **SD.CCRA .W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	SD.CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GOAL/STRAND **SD.CCRA .W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		**Research to Build and Present Knowledge**
STANDARD	SD.CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GOAL/STRAND **SD.CCRA .W.** **College and Career Readiness Anchor Standards for Writing**

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	SD.CCRA.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA .SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	SD.CCRA.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.CCRA .L.** **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	SD.CCRA.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GOAL/STRAND SD.CCRA.L. **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	SD.CCRA.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND SD.CCRA.L. **College and Career Readiness Anchor Standards for Language**

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	SD.CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
STANDARD	SD.CCRA.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.5.RL. **Reading Standards for Literature**

INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	5.RL.2.	Determine a theme of a story, drama, or poem and explain how it is supported by details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

GOAL/STRAND SD.5.RL. **Reading Standards for Literature**

INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	5.RL.6.	Describe how a narrator's or speaker's point of view influences how events are described.

GOAL/STRAND SD.5.RL. **Reading Standards for Literature**

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	**5.RL.10.**	**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. By the end of the year, read and comprehend a variety of literary text.**
SUPPORTING SKILLS	5.RL.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g. layout text structure, language/literary features, knowledge demands).

| SUPPORTING SKILLS | 5.RL.10.b. | With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks. |

GOAL/STRAND   SD.5.RF.   Reading Standards: Foundational Skills

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

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**5.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.**
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.W.3.e.	Provide a conclusion that follows the narrated experiences or events.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	**5.W.6.**	**With guidance as needed, use technology, including the internet, to enhance writing.**
SUPPORTING SKILLS	5.W.6.a.	Produce and publish writing.
SUPPORTING SKILLS	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/BE NCHMARK		Research to Build and Present Knowledge
STANDARD	**5.W.9.**	**Draw evidence from literary or informational texts to support written analysis, reflection, and research.**
SUPPORTING SKILLS	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]").

GOAL/STRAND	SD.5.W.	Writing Standards

INDICATOR/B ENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards

INDICATOR/BE NCHMARK		Comprehension and Collaboration
STANDARD	**5.SL.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade level topics and texts, building on others' ideas and expressing their own clearly.**
SUPPORTING SKILLS	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.
SUPPORTING SKILLS	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
SUPPORTING SKILLS	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.

GOAL/STRAND	SD.5.SL.	Speaking and Listening Standards

INDICATOR/B ENCHMARK		Comprehension and Collaboration
STANDARD	5.SL.2.	Summarize text or information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	**5.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
SUPPORTING SKILLS	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SUPPORTING SKILLS	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BE NCHMARK		Conventions of Standard English
STANDARD	5.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	5.L.2.e.	Spell grade-appropriate words correctly, consulting references as needed.

GOAL/STRAND	SD.5.L.	Language Standards

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

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/BE NCHMARK		Vocabulary Acquisition and Use
STANDARD	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
SUPPORTING SKILLS	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

GOAL/STRAND	SD.5.L.	Language Standards

INDICATOR/B ENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

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South Dakota Content Standards
Language Arts
Grade **5** - Adopted: **2018**

GOAL/STRAND	SD.CCRA .R.	College and Career Readiness Anchor Standards for Reading

INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas
STANDARD	SD.CCR A.R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

GOAL/STRAND	SD.CCRA .W.	College and Career Readiness Anchor Standards for Writing

INDICATOR/B ENCHMARK		Text Types and Purposes

STANDARD	SD.CCR A.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/B ENCHMARK		**Production and Distribution of Writing**
STANDARD	SD.CCR A.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD	SD.CCR A.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Writing**
.W.

INDICATOR/B ENCHMARK		**Range of Writing**
STANDARD	SD.CCR A.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening**
.SL.

INDICATOR/B ENCHMARK		**Comprehension and Collaboration**
STANDARD	SD.CCR A.SL.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		**Knowledge of Language**
STANDARD	SD.CCR A.L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND **SD.CCRA College and Career Readiness Anchor Standards for Language**
.L.

INDICATOR/B ENCHMARK		**Vocabulary Acquisition and Use**
STANDARD	SD.CCR A.L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND **SD.5.RI.** **Reading Standards for Informational Text**

INDICATOR/B ENCHMARK		**Craft and Structure**
STANDARD	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.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	**5.W.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
SUPPORTING SKILLS	5.W.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically;, text features and multimedia when useful to support comprehension for the reader.
SUPPORTING SKILLS	5.W.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUPPORTING SKILLS	5.W.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	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.)
STANDARD	5.W.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, drafting, revising, editing, or rewriting. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GOAL/STRAND   SD.5.W.   Writing Standards

INDICATOR/BENCHMARK		Range of Writing
STANDARD	5.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

GOAL/STRAND   SD.5.L.   Language Standards

INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).