Main Criteria: Structure and Style for Students Secondary Criteria: South Dakota Content Standards Subject: Language Arts

Grade: 5

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/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 College and Career Readiness Anchor Standards for Reading .R.

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

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

INDICAT OR/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

STANDARDSD.CCRWrite informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
A.W.2.A.W.2.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.
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 .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 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.

GOAL/STRAND SD.CCRA 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 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/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	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g.
SKILLS		layout text structure, language features, knowledge demands).

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

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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		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/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 5.W.6.b. Interact and collaborate with others. SKILLS

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

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

SKILLS

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 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. A.R.5.

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

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SD.CCR Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD
                 A.W.6.
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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W.

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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	Comprehension and Collaboration	
ENCHMARK		

STANDARD	SD.CCR	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building
	A.SL.1.	on others' ideas and expressing their own clearly and persuasively.

STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and A.SL.2. 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	SDCCR	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when

SD.CCR Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when STANDARD A.SL.6. 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/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/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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		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

INDICAT OR/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	Draw evidence from literary or informational texts to support written analysis, reflection, and research.

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

GOAL/STRAND SD.5.W. Writing Standards

INDICAT OR/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	5.SL.1.e.	Cooperate and problem solve as appropriate for productive group discussions.

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

SKILLS

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

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

GOAL/STRAND SD.5.L. Language Standards

INDICAT OR/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	5.L.4.a.	Use context as a clue to the meaning of a word or phrase.

SKILLS

GOAL/STRAND SD.5.L. Language Standards

INDICAT OR/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 3 Page 31-36

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.

INDICAT OR/B
ENCHMARKCraft and StructureSTANDARDSD.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.STANDARDSD.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/STRANDSD.CCRA College and Career Readiness Anchor Standards for Reading

INDICATOR/B	Integration of Knowledge and Ideas
ENCHMARK	integration of Knowledge and Ideas

.R.

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.

STANDARDSD.CCRAdapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
A.SL.6.A.SL.6.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.

INDICAT OR/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/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.

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/ST RAND	SD.5.RI.	Reading Standards for Informational Text

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

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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		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/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

INDICAT OR/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	5.W.6.b.	Interact and collaborate with others.

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

GOAL/STRAND SD.5.W. Writing Standards

SKILLS

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.

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.

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/BE NCHMARK	Presentation of Knowledge and Ideas
STANDARD 5.SL.4.	Report on a topic or text or present an opinion.

SUPPORTING 5.SL.4.c. Speak clearly at an understandable pace. SKILLS

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		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.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BE NCHMARK	Vocabulary Acquisition and Use
STANDARD	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 5.L.4.a. Use context as a clue to the meaning of a word or phrase. SKILLS

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	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A.R.6.

A.R.3.

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	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.

INDICAT OR/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.

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

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

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 .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.

STANDARDSD.CCRAdapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
A.SL.6.A.SL.6.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.

INDICAT OR/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/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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		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.

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

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	
INDICAT OR/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	Comprehension and Collaboration
ENCHMARK	

STANDARD	5.SL.2.	Summarize text or information presented in diverse modia and formate including viewally, quantitatively, and arely	
SIANDARD	J.JL.Z.	Summarize text or information presented in diverse media and formats, including visually, guantitatively, 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	5.SL.4.c.	Speak clearly at an understandable pace.

SKILLS

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		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 5.L.3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. SKILLS

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BE NCHMARK	Vocabulary Acquisition and Use
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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
INDICAT OR/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 5 Page 45-52
		South Dakota Content Standards Language Arts Grade 5 - Adopted: 2018
GOAL/ST RAND	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
INDICAT OR/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 .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.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
GOAL/STRAND INDICATOR/B ENCHMARK		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
INDICATOR/B		
INDICAT OR/B ENCHMARK	.W. SD.CCR A.W.9.	Research to Build and Present Knowledge
INDICAT OR/B ENCHMARK STANDARD	.W. SD.CCR A.W.9. SD.CCRA	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICAT OR/B ENCHMARK STANDARD GOAL/ST RAND INDICAT OR/B	.W. SD.CCR A.W.9. SD.CCRA	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing
INDICAT OR/B ENCHMARK STANDARD GOAL/ST RAND INDICAT OR/B ENCHMARK STANDARD	.W. SD.CCR A.W.9. SD.CCRA .W. SD.CCR A.W.10.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
INDICAT OR/B ENCHMARK STANDARD GOAL/ST RAND INDICAT OR/B ENCHMARK STANDARD	.W. SD.CCR A.W.9. SD.CCRA .W. SD.CCR A.W.10. SD.CCRA	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing 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.
INDICAT OR/B ENCHMARK STANDARD GOAL/ST RAND INDICAT OR/B STANDARD GOAL/ST RAND	.W. SD.CCR A.W.9. SD.CCRA .W. SD.CCR A.W.10. SD.CCRA	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing 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. College and Career Readiness Anchor Standards for Speaking and Listening

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 INDICATOR/B Knowledge of Language ENCHMARK Knowledge of Language

STANDARD	SD.CCR	Apply knowledge of language to understand how language functions in different contexts, to make effective choices
	A.L.3.	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	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	5.RL.10.a	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g.
SKILLS		layout text structure, language/literary features, knowledge demands).

SUPPORTING5.RL.10.bWith guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.SKILLS.

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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		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/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

GOAL/STRAND SD.5.W. Writing Standards

and including grade 5.)

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

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

INDICAT OR/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.d.	Recognize and correct inappropriate shifts in verb tense.

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.

INDICAT OR/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 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. A.R.3.

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

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 Ν.

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

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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.

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GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Language
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INDICAT OR/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 Vocabulary Acquisition and Use ENCHMARK STANDARD SD.CCR 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. A.L.4.

STANDARD

A.L.6.

SD.CCR 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/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	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

INDICATOR/BE NCHMARK	Text Types and Purposes
STANDARD	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and clear event sequences.

SUPPORTING	5.W.3.a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
SKILLS		sequence that unfolds naturally.

SUPPORTING5.W.3.b.Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or showSKILLSthe responses of characters to situations.

GOAL/STRAND SD.5.W. Writing Standards

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.b.	Interact and collaborate with others.
SUPPORTING	5.W.6.c.	Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting.

SKILLS

INDICATOR/BE

NCHMARK

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

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

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 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

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	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

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

A.R.5. section, chapter, scene, or stanza) relate to each other and the whole.

.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 St	tandards fo	r Writing
	.W.				

INDICAT OR/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.

through the effective selection, organization, and analysis of content.

GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Writing ۱۸/

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	Research to Build and Present Knowledge	
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STANDARD SD.C	CCR 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.

- Range of Writing INDICATOR/B ENCHMARK
- STANDARD SD.CCR Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a A.W.10. 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 **Comprehension and Collaboration ENCHMARK** STANDARD SD.CCR Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building A.SL.1. on others' ideas and expressing their own clearly and persuasively. STANDARD SD.CCR Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and A.SL.2. orally. GOAL/STRAND SD.CCRA College and Career Readiness Anchor Standards for Speaking and Listening

INDICATOR/B

.SL.

ENCHMARK

Presentation of Knowledge and Ideas

STANDARD	SD.CCR	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the
	A.SL.4.	organization, development, and style are appropriate to task, purpose, and audience.

STANDARD SD.CCR Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when A.SL.6. indicated or appropriate.

GOAL/STRAND SD.CCRA 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 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 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

INDICAT OR/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	Integration of Knowledge and Ideas
ENCHMARK	

STANDARD 5.RI.8. Explain and identify how an	uthor uses reasons and evidence	e to support particular points in a text.
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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.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/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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		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/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.)

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

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

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/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		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.

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 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

South Dakota Content Standards Language Arts

Grade 5 - Adopted: 2018

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

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/ST RAND	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/ST RAND	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.

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
GOAL/STRAND INDICATOR/B ENCHMARK		College and Career Readiness Anchor Standards for Writing Research to Build and Present Knowledge
INDICATOR/B		
INDICAT OR/B ENCHMARK STANDARD	.W. SD.CCR A.W.9.	Research to Build and Present Knowledge
INDICAT OR/B ENCHMARK STANDARD	.W. SD.CCR A.W.9. SD.CCRA	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICAT OR/B ENCHMARK STANDARD GOAL/STRAND INDICAT OR/B	.W. SD.CCR A.W.9. SD.CCRA	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing
INDICAT OR/BSTANDARDGOAL/STRANDINDICAT OR/BENCHMARKSTANDARD	.W. SD.CCR A.W.9. SD.CCR A.W.10.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
INDICAT OR/BSTANDARDGOAL/STRANDINDICAT OR/BENCHMARKSTANDARD	.W. SD.CCR A.W.9. SD.CCRA .W. SD.CCR A.W.10. SD.CCRA	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing 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.
INDICAT OR/B ENCHMARK STANDARD GOAL/ST RAND INDICAT OR/B STANDARD GOAL/ST RAND	.W. SD.CCR A.W.9. SD.CCRA .W. SD.CCR A.W.10. SD.CCRA	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. College and Career Readiness Anchor Standards for Writing Range of Writing 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. College and Career Readiness Anchor Standards for Speaking and Listening

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.

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

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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICAT OR/BE NCHMARK		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/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/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	5.L.1.d.	Recognize and correct inappropriate shifts in verb tense.

SKILLS

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.

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).

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84

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

 GOAL/ST RAND
 SD.CCRA College and Career Readiness Anchor Standards for Reading

 INDICAT OR/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 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. A.R.3.

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

INDICATOR/BCraft and StructureSTANDARDSD.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.STANDARDSD.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.

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		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.

.SL. INDICATOR/B Presentation of Knowledge and Ideas **ENCHMARK** STANDARD SD.CCR 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. A.SL.4.

STANDARD SD.CCR Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. A.SL.6.

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

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

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 Knowledge of Language ENCHMARK STANDARD SD.CCR Apply knowledge of language to understand how language functions in different contexts, to make effective choices

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

A.L.3.

for meaning or style, and to comprehend more fully when reading or listening.

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.
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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

INDICAT OR/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	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICAT OR/BE NCHMARK		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/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	Comprehension and Collaboration
NCHMARK	

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

SKILLS

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

NDICATOR/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.d.	Recognize and correct inappropriate shifts in verb tense.

GOAL/STRAND SD.5.L. Language Standards

INDICATOR/BE NCHMARK	Conventions of Standard English
STANDARD	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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

SKILLS

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 5: WRITING FROM PICTURES Week 10 Page 85-92

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

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 .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.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
GOAL/ST RAND	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 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 College and Career Readiness Anchor Standards for Language

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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

A.L.6. 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.

$\textbf{GOAL/STRAND} \quad \textbf{SD.5.RI.} \quad \textbf{Reading Standards for Informational Text}$

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.

and evidence to support particular points in a

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

SKILLS

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

SUPPORTING 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		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/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.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
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STANDARD	
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5.L.6.

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

UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100

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		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		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	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A.W.5.

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

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.

INDICAT OR/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

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/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	5.Rl.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

SKILLS

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/BE NCHMARK		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
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INDICATOR/B	Production and Distributio	n of Writing
ENCHMARK		

STANDARD5.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

INDICAT OR/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.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	I 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

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

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 5: WRITING FROM PICTURES Week 12 Page 101-110

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		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.

	A.W.5.	
STANDARD	SD.CCR A.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

SD.CCR 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.

STANDARD

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.

INDICAT OR/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	Comprehension and Collaboration
ENCHMARK	

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

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

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

${\tt GOAL/STRAND} \quad {\tt SD.CCRA} \ {\tt College} \ {\tt and} \ {\tt Career} \ {\tt Readiness} \ {\tt Anchor} \ {\tt Standards} \ {\tt for} \ {\tt Language}$

.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

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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/BE NCHMARK		Range of Reading and Level of Text Complexity
STANDARD		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	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/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	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SKILLS

SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		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/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

INDICAT OR/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	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

SKILLS

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.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.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).

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

Grade 5 - Adopted: 2018

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		Integration of Knowledge and Ideas

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.

COAL/STRAND	SD.CCRA College and Career Readiness Anchor Standards for Reading
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	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

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

.W.

A.W.2. through the effective selection, organization, and analysis of content.

INDICATOR/B Production and Distribution of Writing ENCHMARK	
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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
GOAL/STRAND INDICATOR/B ENCHMARK		College and Career Readiness Anchor Standards for Language Conventions of Standard English
INDICATOR/B		
INDICATOR/B ENCHMARK	.L. SD.CCR A.L.2.	Conventions of Standard English
INDICAT OR/B ENCHMARK STANDARD	.L. SD.CCR A.L.2. SD.CCRA	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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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 INDICAT OR/BE Range of Reading and Level of Text Complexity	STANDARD	5.Rl.5. 5.Rl.6.	topic or subject area. 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). Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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STANDARD 5.RI.10. By the end of the year, read and comprehend informational text.	STANDARD STANDARD GOAL/ST RAND INDICAT OR/B ENCHMARK STANDARD STANDARD	5.RI.5. 5.RI.6. SD.5.RI. 5.RI.8. 5.RI.9.	topic or subject area. 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). Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Reading Standards for Informational Text Integration of Knowledge and Ideas Explain and identify how an author uses reasons and evidence to support particular points in a text. Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.
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SUPPORTING	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g.
SKILLS		layout text structure, language features, knowledge demands).

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

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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		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/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 5.W.6.a. Produce and publish writing. SKILLS

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

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 5.W.8.b. Provide a list of sources. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

	DICATOR/BE HMARK		Research to Build and Present Knowledge
ST	ANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
	PPORTING ILLS	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/ST RAND	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	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SKILLS		

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

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

INDICAT OR/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

A.R.2.

and ideas.

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 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

South Dakota Content Standards

Language Arts

Grade 5 - Adopted: 2018

GOAL/ST RAND	SD.CCRA College and Career Readiness Anchor Standards for Reading .R.		
INDICATOR/B ENCHMARK		Key Ideas and Details	
STANDARD	SD.CCR	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details	

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

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

	A.W.0.	
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		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	SD.CCR A.L.2.	
GOAL/STRAND	A.L.2.	College and Career Readiness Anchor Standards for Language

STANDARDSD.CCRApply knowledge of language to understand how language functions in different contexts, to make effective choicesA.L.3.for meaning or style, and to comprehend more fully when reading or listening.

GOAL/STRAND	SD.CCRA College and	Career Readiness	Anchor Standards	s 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
 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for

 A.L.6.
 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.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/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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		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/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/B	Research to Build and Present Knowledge
ENCHMARK	

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

INDICAT OR/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 5.W.8.b. Provide a list of sources. SKILLS

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.

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).

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

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	Craft and Structure
ENCHMARK	

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

STANDARD SD.CCR Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a A.R.5. 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	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the

A.R.9. 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.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/ST RAND	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/ST RAND	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/ST RAND	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/ST RAND	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.

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
GOAL/STRAND INDICATOR/B ENCHMARK	SD.5.RI.	Reading Standards for Informational Text Integration of Knowledge and Ideas
INDICATOR/B	SD.5.RI. 5.RI.7.	
INDICATOR/B ENCHMARK		Integration of Knowledge and Ideas Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question
INDICAT OR/B ENCHMARK	5.RI.7.	Integration of Knowledge and Ideas 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.
INDICAT OR/B ENCHMARK STANDARD STANDARD	5.RI.7. 5.RI.8. 5.RI.9.	Integration of Knowledge and Ideas 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. Explain and identify how an author uses reasons and evidence to support particular points in a text. Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.
INDICAT OR/B ENCHMARK STANDARD STANDARD STANDARD	5.RI.7. 5.RI.8. 5.RI.9.	Integration of Knowledge and Ideas 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. Explain and identify how an author uses reasons and evidence to support particular points in a text. Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject.
INDICAT OR/B ENCHMARK STANDARD STANDARD STANDARD GOAL/ST RAND INDICAT OR/BE	5.RI.7. 5.RI.8. 5.RI.9.	Integration of Knowledge and Ideas 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. Explain and identify how an author uses reasons and evidence to support particular points in a text. Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject. Reading Standards for Informational Text
INDICAT OR/B ENCHMARK STANDARD STANDARD STANDARD GOAL/ST RAND INDICAT OR/BE NCHMARK	5.RI.7. 5.RI.8. 5.RI.9. SD.5.RI.	Integration of Knowledge and Ideas 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. Explain and identify how an author uses reasons and evidence to support particular points in a text. Integrate information from several texts on the same topic in order to write, speak or demonstrate knowledge about the subject. Reading Standards for Informational Text Range of Reading and Level of Text Complexity

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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

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

GOAL/STRAND SD.5.W. Writing Standards

INDICAT OR/B	Research to Build and Present Knowledge
ENCHMARK	

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

INDICAT OR/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 5.W.8.b. Provide a list of sources. SKILLS

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.

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).

UNIT 7: INVENTIVE WRITING Week 16 Page 139-146

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		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 Writing	J
	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 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.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 Vocabulary Acquisition and Use ENCHMARK STANDARD SD.CCR 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 A.L.6. gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		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/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

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

SKILLS

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/B	Range of Writing
ENCHMARK	

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.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.

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

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/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.

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 .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.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 S	Standards for	Language
	.L.				

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

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.W. Writing Standards

INDICATOR/BE NCHMARK		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/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.)

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

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

SKILLS

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/B	Vocabulary Acquisition and Use
ENCHMARK	
ENCHWARK	

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

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

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

INDICAT OR/B
ENCHMARKConventions of Standard EnglishSTANDARDSD.CCR
A.L.1.Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.STANDARDSD.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

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.W. Writing Standards

INDICATOR/BE NCHMARK		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/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 5.W.6.a. Produce and publish writing.

SKILLS

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

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

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.

INDICAT OR/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.

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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.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 .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

STANDARDSD.CCRApply knowledge of language to understand how language functions in different contexts, to make effective choicesA.L.3.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.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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.Rl.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.Rl.8.	Explain and identify how an author uses reasons and evidence to support particular points in a text.
STANDARD	5.Rl.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.Rl.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	5.Rl.10.b.	With guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.

SKILLS

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

INDICAT OR/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/BE NCHMARK		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/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
		Production and Distribution of Writing

INDICAL	JR/BE	Production and Distribution of Writing
NCHMAR	к	

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		Range of Writing
ENCHMARK		
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.
STANDARD		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
STANDARD		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.
STANDARD GOAL/ST RAND INDICAT OR/B		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. Speaking and Listening 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

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.
		Analyze the structure of texts including how encodes contained paragraphs, and larger participe of the text (or a

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

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 **Text Types and Purposes** ENCHMARK

STANDARD	SD.CCR	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
	A.W.2.	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 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A.W.5. STANDARD SD.CCR Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

A.W.6.

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.

INDICAT OR/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.

INDICAT OR/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.

A.L.6.	Vocabulary Acquisition and Use R 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. R Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for
A.L.4. STANDARD SD.CC A.L.6.	analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
A.L.6.	R 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.
COALISTINAND SD.S.N	L. 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.F	I. 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.F	I. 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.F	I. Reading Standards for Informational Text
INDICAT OR/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.F	I. Reading Standards for Informational Text
INDICAT OR/BE NCHMARK	Range of Reading and Level of Text Complexity
STANDARD 5.RI.1	0. By the end of the year, read and comprehend informational text.

SUPPORTING	5.RI.10.a.	Read and comprehend proficiently at grade level with increasing challenge in text difficulty and complexity (e.g.
SKILLS		layout text structure, language features, knowledge demands).

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

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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICATOR/BE NCHMARK		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/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 5.W.6.a. Produce and publish writing. SKILLS

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

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 5.W.8.b. Provide a list of sources. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

	DICATOR/BE HMARK		Research to Build and Present Knowledge
ST	ANDARD	5.W.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research.
	PPORTING ILLS	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/ST RAND	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	5.L.1.a.	Explain the function of conjunctions, prepositions, and interjections in general and use in sentences.
SKILLS		

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

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

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

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 .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

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

INDICATOR/B ENCHMARK	Key Ideas and Details

gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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.Rl.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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

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

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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICAT OR/BE NCHMARK		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/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/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	5.W.8.b.	Provide a list of sources.

SKILLS

5.W.8.D. Provide a list of so

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

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

SKILLS

GOAL/STRAND SD.5.L. Language Standards

INDICAT OR/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 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 .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.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 .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	.L.	College and Career Readiness Anchor Standards for Language Knowledge of Language
	.L. SD.CCR A.L.3.	Knowledge of Language
STANDARD	SD.CCR A.L.3.	Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STANDARD	SD.CCR A.L.3. SD.CCRA	Knowledge of Language 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.
ENCHMARK STANDARD GOAL/STRAND INDICATOR/B	SD.CCR A.L.3. SD.CCRA	Knowledge of Language 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. College and Career Readiness Anchor Standards for Language

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

INDICAT OR/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).
		With guidenee, and support, solf select taxts for personal anisyment, interact, and peedomic tacks

SUPPORTING5.RL.10.bWith guidance and support, self-select texts for personal enjoyment, interest, and academic tasks.SKILLS.

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	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

SKILLS

INDICATOR/BE NCHMARK		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 5.W.3.e. Provide a conclusion that follows the narrated experiences or events. SKILLS

GOAL/ST RANDSD.5.W.Writing StandardsINDICAT OR/B
ENCHMARKProduction and Distribution of WritingSTANDARD5.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.)STANDARD5.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 5.W.6.c. Demonstrate sufficient command of keyboarding skills to type a minimum of one to two pages in a single sitting. SKILLS

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.

SUPPORTING5.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.

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

GOAL/ST RAND	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	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

A.R.3.

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	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.

A.R.6.

INDICAT OR/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 Range of Reading and Level of Text Complexity ENCHMARK

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

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 .L.	College and Career Readiness Anchor Standards for Language

INDICATOR/B ENCHMARK		Conventions of Standard English
STANDARD	SD.CCR	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

A.L.2.

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

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 5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. SKILLS

GOAL/STRAND SD.5.W. Writing Standards

INDICAT OR/BE NCHMARK		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/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.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.

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

ENCHMARK

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/ST RAND SD.CCRA College and Career Readiness Anchor Standards for Reading INDICAT OR/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/ST RAND SD.CCRA College and Career Readiness Anchor Standards for Writing .W. INDICAT OR/B Text Types and Purposes

STANDARD SD.CCR Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately A.W.2. 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 .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	College and Career Readiness Anchor Standards for Speaking and Listening	

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

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

.SL.

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/BE NCHMARK		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/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/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/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).