Main Criteria: Structure and Style for Students

Secondary Criteria: Wyoming Content and Performance Standards

Subject : Language Arts

Grade: 5

Structure and Style for Students

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

Wyoming Content and Performance Standards

Language Arts

Grade 5 - Adopted: 2012

CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text		
BENCHMARK		Key Ideas and Details		
GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text		
BENCHMARK		Craft and Structure		
GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text		
BENCHMARK		Integration of Knowledge and Ideas		
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text		
BENCHMARK		Range of Reading and Level of Text Complexity		
GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.		
CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills		
BENCHMARK		Fluency		
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.		
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.		
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
CONTENT ST ANDARD	WY.W.5.	Writing Standards		

BENCHMARK

Text Types and Purposes

GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
CONTENT ST ANDARD	WY.W.5.	Writing Standards		
BENCHMARK		Production and Distribution of Writing		
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
CONT ENT ST AND ARD	WY.W.5.	Vriting Standards		
BENCHMARK		Research to Build and Present Knowledge		
GRADE LEVEL EXAMPLE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		
CONTENT ST ANDARD	WY.W.5.	Writing Standards		
BENCHMARK		Research to Build and Present Knowledge		
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").		
CONTENT ST ANDARD	WY.W.5.	Writing Standards		
BENCHMARK		Range of Writing		
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards		
BENCHMARK		Comprehension and Collaboration		
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		

EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.		
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards		
BENCHMARK		Comprehension and Collaboration		
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards		
BENCHMARK		Presentation of Knowledge and Ideas		
GRADE LEVEL EXAMPLE	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
GRADE LEVEL EXAMPLE	SL.5.6.	dapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
CONTENT STANDARD	WY.L.5.	Language Standards		
BENCHMARK		Vocabulary Acquisition and Use		
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		
CONTENT STANDARD	WY.L.5.	Language Standards		
BENCHMARK		Vocabulary Acquisition and Use		
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		
		UNIT 2: WRITING FROM NOTES Week 2 Page 19-30		
		Wyoming Content and Performance Standards Language Arts Grade 5 - Adopted: 2012		
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text		
BENCHMARK		Key Ideas and Details		
GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		

CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text		
BENCHMARK		Craft and Structure		
GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text		
BENCHMARK		Integration of Knowledge and Ideas		
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text		
BENCHMARK		Range of Reading and Level of Text Complexity		
GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.		
CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills		
BENCHMARK		Fluency		
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.		
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.		
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
CONTENT STANDARD	WY.W.5.	Writing Standards		
BENCHMARK		Text Types and Purposes		
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
EXPECTATION		Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
	W.5.2(b)			
EXPECTATION	W.5.2(b) W.5.2(d)			
	W.5.2(d)	topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.		

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

Production and Distribution of Writing

BENCHMARK

GRADE LEVEL EXAMPLE	W.5.5.	Nith guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as vell as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a ninimum of two pages in a single sitting.		
CONTENT STANDARD	WY.W.5.	Writing Standards		
BENCHMARK		Research to Build and Present Knowledge		
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.		
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").		
CONTENT STANDARD	WY.W.5.	Writing Standards		
BENCHMARK		Range of Writing		
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
CONT ENT ST AND ARD	WY.SL.5.	peaking and Listening Standards		
BENCHMARK		Comprehension and Collaboration		
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.		
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.		
CONTENT ST ANDARD	WY.SL.5.	Speaking and Listening Standards		
BENCHMARK		Comprehension and Collaboration		
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
CONTENT ST ANDARD	WY.SL.5.	Speaking and Listening Standards		
BENCHMARK		Presentation of Knowledge and Ideas		
GRADE LEVEL EXAMPLE	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		

GRADE LEVEL SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. EXAMPLE

CONTENT ST ANDARD	WY.L.5.	Language Standards		
BENCHMARK		Conventions of Standard English		
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.		
CONTENT STANDARD	WY.L.5.	Language Standards		
BENCHMARK		Conventions of Standard English		
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.		
CONTENT STANDARD	WY.L.5.	Language Standards		
BENCHMARK		Knowledge of Language		
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
CONTENT STANDARD	WY.L.5.	Language Standards		
BENCHMARK		Vocabulary Acquisition and Use		
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		
CONTENT ST ANDARD	WY.L.5.	Language Standards		
BENCHMARK		Vocabulary Acquisition and Use		
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).		
		UNIT 2: WRITING FROM NOTES Week 3 Page 31-36		
		Wyoming Content and Performance Standards Language Arts Grade 5 - Adopted: 2012		
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text		
BENCHMARK		Key Ideas and Details		

GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text	
BENCHMARK		Craft and Structure	
GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text	
BENCHMARK		Integration of Knowledge and Ideas	
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text	
BENCHMARK		Range of Reading and Level of Text Complexity	
GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	
CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills	
BENCHMARK		Fluency	
BENCHMARK GRADE LEVEL EXAMPLE	RF.5.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.	
GRADE LEVEL			
GRADE LEVEL EXAMPLE	RF.5.4(a)	Read with sufficient accuracy and fluency to support comprehension.	
GRADE LEVEL EXAMPLE	RF.5.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
GRADE LEVEL EXPECTATIONEXPECTATIONCONTENT	RF.5.4(a) RF.5.4(c)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARD	RF.5.4(a) RF.5.4(c)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards	
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL	RF.5.4(a) RF.5.4(c) WY.W.5 .	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes	
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GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL EXPECTATION	RF.5.4(a) RF.5.4(c) WY.W.5. W.5.2.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the	
GRADE LEVEL EXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL EXPECTATIONEXPECTATION	RF.5.4(a) RF.5.4(c) WY.W.5. W.5.2(a) W.5.2(a) W.5.2(b) W.5.2(d)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	

Production and Distribution of Writing

BENCHMARK

GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONT ENT ST AND ARD	WY.W.5.	Writing Standards

BENCHMARK	ICHMARK Research to Build and Present Knowledge		
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	

CONTENT ST ANDARD	WY.W.5.	Writing Standards

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

ONTENT	WY.SL.5.	Speaking and Listening Standards
		1 0 0

С **STANDARD**

BENCHMARK **Comprehension and Collaboration GRADE LEVEL** SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) EXAMPLE with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. SL.5.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and **EXPECTATION** other information known about the topic to explore ideas under discussion. **EXPECTATION** SL.5.1(b) Follow agreed-upon rules for discussions and carry out assigned roles. EXPECTATION SL.5.1(c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. CONTENT WY.SL.5. Speaking and Listening Standards **STANDARD** BENCHMARK **Comprehension and Collaboration GRADE LEVEL** SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, EXAMPLE quantitatively, and orally. CONTENT WY.SL.5. Speaking and Listening Standards **STANDARD** BENCHMARK Presentation of Knowledge and Ideas

GRADE LEVEL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,
EXAMPLE		descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GRADE LEVEL SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. EXAMPLE

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK	Knowledge of Language
GRADE LEVEL L.5.3. EXAMPLE	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Wyoming Content and Performance Standards Language Arts Grade 5 - Adopted: 2012

CONTENT WY.RL.5. Reading Standards for Literature STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CONTENT WY.RL.5. Reading Standards for Literature STANDARD

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.

EXAMPLE

CONTENT STANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT STANDARD

WY.RF.5. Reading Standards: Foundational Skills

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT WY.W.5. Writing Standards STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONT ENT ST AND ARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing

GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD	WY.W.5.	Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT	WY.SL.5.	Speaking a	and Listenin	g Standards
STANDARD				

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONT ENT ST AND ARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas

GRADE LEVEL EXAMPLE	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

EXAMPLE

CONTENT WY.L.5. Language Standards STANDARD

GRADE LEVEL L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	BENCHMARK		Conventions of Standard English
		L.5.1.	

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

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

	ONT ENT T AND ARD	WY.RL.5.	Reading Standards for Literature
в	BENCHMARK		Key Ideas and Details
-	GRADE LEVEL	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	ONT ENT T AND ARD	WY.RL.5.	Reading Standards for Literature
в	BENCHMARK		Craft and Structure
G	RADE LEVEL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story,

GRADE LEVEL RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. EXAMPLE

CONT ENT ST AND ARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT WY.RF.5. Reading Standards: Foundational Skills STANDARD

drama, or poem.

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.

EXPECTATION RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT	WY.W.5.	Writing	Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing

GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD	WY.W.5.	Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NTENT WY.SL.5.	Speaking and Listening Standards
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CONTENT STANDARD

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.5.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONT ENT ST AND ARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
GRADE LEVEL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly,
GRADE LEVEL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
GRADE LEVEL		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 Wyoming Content and Performance Standards Language Arts
GRADE LEVEL EXAMPLE		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 Wyoming Content and Performance Standards Language Arts Grade 5 - Adopted: 2012

GRADE LEVEL EXAMPLE	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONTENT STANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXAMPLE	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT ST ANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT ST ANDARD	WY.RF.5.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONT ENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT ST ANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK	Conventions of Standard English
GRADE LEVEL EXAMPLE	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

CONTENT WY.L.5. Language Standards STANDARD

STANDARD

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT WY.L.5. Language Standards

STANDARD

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

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

Wyoming Content and Performance Standards

Language Arts

Grade 5 - Adopted: 2012

CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONT ENT ST AND ARD	WY.RI.5.	Reading Standards for Informational Text

BENCHMARK	Craft and Structure
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GRADE LEVELRI.5.4.Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5EXAMPLEtopic or subject area.

CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT

STANDARD

WY.RF.5. Reading Standards: Foundational Skills

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT WY.W.5. Writing Standards STANDARD

BENCHMARK Text Types and Purposes **GRADE LEVEL** W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. EXAMPLE **EXPECTATION** W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **EXPECTATION** W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. EXPECTATION W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. CONTENT WY.W.5. Writing Standards **STANDARD** BENCHMARK **Production and Distribution of Writing** GRADE LEVEL Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and W.5.4. EXAMPLE audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXAMPLE editing, rewriting, or trying a new approach.

GRADE LEVELW.5.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
minimum of two pages in a single sitting.

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT WY.W.5. Writing Standards STANDARD

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	WY.SL.5.	Speaking	and	Listening	Standards
STANDARD					

BENCHMARK Presentation of Knowledge and Ideas

GRADE LEVEL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,
EXAMPLE		descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GRADE LEVEL SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. EXAMPLE

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT WY.L.5. Language Standards STANDARD

GRADE LEVEL L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXAMPLE Discrete the second seco	BENCHMARK		Knowledge of Language
		L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Wyoming Content and Performance Standards Language Arts Grade 5 - Adopted: 2012

CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84
		Wyoming Content and Performance Standards Language Arts Grade 5 - Adopted: 2012
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure

GRADE LEVELRI.5.4.Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5EXAMPLEtopic or subject area.

CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT

STANDARD

WY.RF.5. Reading Standards: Foundational Skills

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT WY.W.5. Writing Standards STANDARD

BENCHMARK Text Types and Purposes **GRADE LEVEL** W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. EXAMPLE **EXPECTATION** W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **EXPECTATION** W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. EXPECTATION W.5.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. CONTENT WY.W.5. Writing Standards **STANDARD** BENCHMARK **Production and Distribution of Writing** GRADE LEVEL Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and W.5.4. EXAMPLE audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXAMPLE editing, rewriting, or trying a new approach.

GRADE LEVELW.5.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
minimum of two pages in a single sitting.

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT WY.W.5. Writing Standards STANDARD

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONT ENT ST AND ARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT	WY.SL.5.	Speaking and	Listening	Standards
STANDARD				

BENCHMARK Presentation of Knowledge and Ideas

GRADE LEVEL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,
EXAMPLE		descriptive details to support main ideas or themes; speak clearly at an understandable pace.

GRADE LEVEL SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. EXAMPLE

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK	Knowledge of Language
GRADE LEVEL L.5.3. EXAMPLE	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Wyoming Content and Performance Standards Language Arts Grade 5 - Adopted: 2012

CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
EXAMPLE		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.5.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT	WY.SL.5.	
CONTENT STANDARD	WY.SL.5. SL.5.2.	Speaking and Listening Standards
CONTENT STANDARD BENCHMARK GRADE LEVEL		Speaking and Listening Standards Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually,
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT	SL.5.2.	Speaking and Listening Standards Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD	SL.5.2.	Speaking and Listening Standards Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Language Standards
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL	SL.5.2. WY.L.5.	Speaking and Listening Standards Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
CONTENT BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	SL.5.2. WY.L.5.	Speaking and Listening Standards Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100
		Wyoming Content and Performance Standards Language Arts Grade 5 - Adopted: 2012
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas

GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge

GRADE LEVEL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONT ENT ST AND ARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONT ENT ST AND ARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

Wyoming Content and Performance Standards

Language Arts

Grade 5 - Adopted: 2012

CONTENT STANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT WY.RF.5. Reading Standards: Foundational Skills STANDARD

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT WY.W.5. Writing Standards STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK	Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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

Wyoming Content and Performance Standards

Language Arts Grade 5 - Adopted: 2012

CONTENT STANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONT ENT ST AND ARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
EXAMPLE		

CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure

GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXAMPLE	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXAMPLE	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXAMPLE	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and

EXAMPLE technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT WY.RF.5. Reading Standards: Foundational Skills STANDARD

 BENCHMARK
 Fluency

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

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

 EXPECTATION
 RF.5.4(c)
 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT WY.W.5. Writing Standards

STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT WY.W.5. Writing Standards STANDARD

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT ST ANDARD	WY.W.5.	Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXAMPLE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

CONTENT	WY.W.5.	Writing	Standards
STANDARD			

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONT ENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONT ENT ST AND ARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134
		Wyoming Content and Performance Standards Language Arts Grade 5 - Adopted: 2012
CONT ENT ST ANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

EXAMPLE

CONTENT STANDARD

WY.RI.5. Reading Standards for Informational Text

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONT ENT ST AND ARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXAMPLE	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXAMPLE	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONT ENT ST AND ARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXAMPLE	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONT ENT ST AND ARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONT ENT ST AND ARD	WY.RF.5.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT WY STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONT ENT ST AND ARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXAMPLE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT	WY.W.5.	Writing Standards
STANDARD		

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

CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL L.5.6. EXAMPLE

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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CONTENT ST ANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXAMPLE	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXAMPLE	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXAMPLE	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT

WY.RF.5. Reading Standards: Foundational Skills

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.

EXPECTATION RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONT ENT ST AND ARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONT ENT ST AND ARD	WY.L.5.	Language Standards

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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

CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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Language Arts

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONT ENT ST AND ARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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CONT ENT ST AND ARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
CONT ENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONT ENT ST AND ARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONT ENT ST ANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONT ENT ST AND ARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONT ENT ST AND ARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONT ENT ST AND ARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

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

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Wyoming Content and Performance Standards

Language Arts

		Grade 5 - Adopted: 2012
CONTENT ST ANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXAMPLE	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXAMPLE	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXAMPLE	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity

GRADE LEVEL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and
EXAMPLE		technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXAMPLE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
BENCHMARK GRADE LEVEL EXAMPLE	L.5.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL	L.5.1. L.5.1(a)	Demonstrate command of the conventions of standard English grammar and usage when writing or
GRADE LEVEL EXAMPLE		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
GRADE LEVEL EXAMPLE	L.5.1(a)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
GRADE LEVEL EXPECTATION EXPECTATION CONTENT	L.5.1(a) L.5.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense.
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD	L.5.1(a) L.5.1(d)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense. Language Standards
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL	L.5.1(a) L.5.1(d) WY.L.5.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL EXAMPLE	L.5.1(a) L.5.1(d) WY.L.5.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATIONEXPECTATIONEXPECTATIONCONTENT STANDARDBENCHMARKGRADE LEVEL EXPECTATIONEXPECTATIONCONTENT	L.5.1(a) L.5.1(d) WY.L.5. L.5.2(e)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT WY.L.5. Language Standards STANDARD

GRADE LEVEL L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad	BENCHMARK	Vocabulary Acquisition and Use
EXAMPLE 5 reading and content, choosing flexibly from a range of strategies.		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT WY.L.5. Language Standards STANDARD

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

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Wyoming Content and Performance Standards

Language Arts

CONT ENT ST AND ARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONT ENT ST AND ARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONT ENT ST AND ARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXAMPLE	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXAMPLE	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CONTENT STANDARD

WY.RI.5. Reading Standards for Informational Text

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXAMPLE	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT STANDARD WY.RF.5. Reading Standards: Foundational Skills

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVELW.5.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
minimum of two pages in a single sitting.

CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXAMPLE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT ST ANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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		Wyoming Content and Performance Standards Language Arts Grade 5 - Adopted: 2012
CONTENT STANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CONT ENT ST AND ARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
GRADE LEVEL EXAMPLE	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
GRADE LEVEL EXAMPLE	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
GRADE LEVEL EXAMPLE	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.5.2(a)	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

EXPECTATION W.5.2(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXAMPLE	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
GRADE LEVEL EXAMPLE	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONT ENT ST AND ARD	WY.W.5.	Writing Standards
	WY.W.5.	Writing Standards Research to Build and Present Knowledge
STANDARD	WY.W.5. W.5.9.	
ST ANDARD BENCHMARK GRADE LEVEL		Research to Build and Present Knowledge
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE	W.5.9. W.5.9(b)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	W.5.9. W.5.9(b)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
ST ANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION CONTENT ST ANDARD	W.5.9. W.5.9(b)	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Writing Standards
ST AND ARD BENCHMARK GRADE LEVEL EXPECTATION CONTENT ST AND ARD BENCHMARK GRADE LEVEL	W.5.9. W.5.9(b) WY.W.5. W.5.10.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ST ANDARD BENCHMARK GRADE LEVEL EXPECTATION CONTENT BENCHMARK GRADE LEVEL EXAMPLE CONTENT	W.5.9. W.5.9(b) WY.W.5. W.5.10.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Writing Standards 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 discipline-specific tasks, purposes, and audiences.
ST ANDARD BENCHMARK GRADE LEVEL EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT	W.5.9. W.5.9(b) WY.W.5. W.5.10.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Writing Standards 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 discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards
ST ANDARD BENCHMARK GRADE LEVEL EXPECTATION CONTENT BENCHMARK GRADE LEVEL CONTENT ST ANDARD BENCHMARK BENCHMARK BENCHMARK	W.5.9(b) WY.W.5. W.5.10. WY.SL.5.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)"). Writing Standards 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 discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually,

GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONT ENT ST AND ARD	WY.L.5.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CONTENT **STANDARD**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXAMPLE	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT	WY.RL.5.	Reading Standards for Literature

ST AND ARD

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

CONTENT **STANDARD**

WY.RF.5. Reading Standards: Foundational Skills

BENCHMARK Fluency **GRADE LEVEL** RF.5.4. Read with sufficient accuracy and fluency to support comprehension. EXAMPLE EXPECTATION RF.5.4(a) Read on-level text with purpose and understanding. EXPECTATION RF.5.4(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT WY.W.5. Writing Standards

STANDARD

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXAMPLE editing, rewriting, or trying a new approach.

GRADE LEVELW.5.6.With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a
minimum of two pages in a single sitting.

STANDARD		
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.5.9(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
CONT ENT ST AND ARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONT ENT ST AND ARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT STANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONT ENT ST AND ARD	WY.L.5.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

CONTENT WY.L.5. Language Standards STANDARD

STANDARD

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.5.4(a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT WY.L.5. Language Standards STANDARD

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

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Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
CONT ENT ST AND ARD	WY.RL.5.	Reading Standards for Literature

BENCHMARK	Craft and Structure

GRADE LEVEL EXAMPLE	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
GRADE LEVEL EXAMPLE	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT STANDARD	WY.RL.5.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
CONTENT STANDARD	WY.RF.5.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.5.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD	WY.W.5.	Writing Standards

BENCHMARK Production and Distribution of Writing GRADE LEVEL W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and EXAMPLE audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) GRADE LEVEL W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, EXAMPLE editing, rewriting, or trying a new approach. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as GRADE LEVEL W.5.6. EXAMPLE well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT STANDARD

WY.W.5. Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	W 5 0(a)	Apply grade 5 reading standards to literature (e.g., "Compare and contract two or more characters, settings, or

EXPECTATION W.5.9(a) Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT WY.SL.5. Speaking and Listening Standards

STANDARD

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- CONTENT WY.SL.5. Speaking and Listening Standards STANDARD
- BENCHMARK
 Comprehension and Collaboration

 GRADE LEVEL
 SL.5.2.

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

CONTENT WY.L.5. Language Standards STANDARD

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
CONTENT STANDARD	WY.L.5.	Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
EXPECTATION	L.5.3(b)	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.5.4(a)	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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		Wyoming Content and Performance Standards Language Arts Grade 5 - Adopted: 2012
CONTENT ST ANDARD	WY.RI.5.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	W(5.2(a))	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include

EXPECTATION W.5.2(a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.5.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT ST ANDARD	WY.W.5.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT ST ANDARD	WY.SL.5.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT ST ANDARD	WY.L.5.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

moreover, in addition).