

## 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**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD**      **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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 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** **Research to Build and Present Knowledge**

<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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**

<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>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.</b>
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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.
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**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.
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GRADE LEVEL EXAMPLE	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

**BENCHMARK**      **Vocabulary Acquisition and Use**

<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>
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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.
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**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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**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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD**      **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.
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EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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]").
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD**      **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>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.</b>

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.
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EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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**CONTENT STANDARD**      **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD**      **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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GRADE LEVEL EXAMPLE	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	<b>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).</b>

**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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.
<b>CONTENT STANDARD</b>	<b>WY.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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).
<b>CONTENT STANDARD</b>	<b>WY.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>

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**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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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.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	<b>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).</b>

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

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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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**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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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.
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GRADE LEVEL EXAMPLE	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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 STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	<b>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).</b>

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

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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.
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**CONTENT STANDARD**      **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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.
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GRADE LEVEL EXAMPLE	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**CONTENT STANDARD**      **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD**      **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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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.
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EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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 STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>
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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.

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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 6 Page 53-60

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

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

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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.
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**CONTENT STANDARD**      **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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.
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GRADE LEVEL EXAMPLE	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**CONTENT STANDARD**      **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD**      **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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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.
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EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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]").
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD**      **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>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.</b>

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.
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EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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**CONTENT STANDARD**      **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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 STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	<b>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).</b>

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**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.5.2.</b>	<b>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</b>

**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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.
<b>CONTENT STANDARD</b>	<b>WY.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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).
<b>CONTENT STANDARD</b>	<b>WY.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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]").
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.SL.5. Speaking and Listening Standards</b>	
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>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.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.SL.5. Speaking and Listening Standards</b>	
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.SL.5. Speaking and Listening Standards</b>	
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>

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.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	<b>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).</b>

**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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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**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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]").
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.SL.5. Speaking and Listening Standards</b>	
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.L.5. Language Standards</b>	
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>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.</b>

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.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	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**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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.
<b>CONTENT STANDARD</b>	<b>WY.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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).
<b>CONTENT STANDARD</b>	<b>WY.RI.5.</b>	<b>Reading Standards for Informational Text</b>
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.RF.5.</b>	<b>Reading Standards: Foundational Skills</b>
<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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]").
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.SL.5. Speaking and Listening Standards</b>	
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>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.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.SL.5. Speaking and Listening Standards</b>	
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.SL.5. Speaking and Listening Standards</b>	
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>

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.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	<b>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).</b>

**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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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**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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]").
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD**      **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
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EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	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**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXAMPLE</b>	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**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD**      **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.
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EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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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**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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**

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

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

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CONTENT STANDARD** **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>
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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.
<b>CONTENT STANDARD</b>	<b>WY.L.5. Language Standards</b>	
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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).

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

<b>CONTENT STANDARD</b>	<b>WY.RL.5. Reading Standards for Literature</b>	
<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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.

<b>CONTENT STANDARD</b>	<b>WY.RF.5. Reading Standards: Foundational Skills</b>	
<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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.

<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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.

<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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.
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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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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]").
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD**      **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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EXPECTATION	L.5.1(c)	Use verb tense to convey various times, sequences, states, and conditions.
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EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	<b>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).</b>

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**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.5.1.</b>	<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>

**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.5.1.</b>	<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.5.2.</b>	<b>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</b>

**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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.
<b>CONTENT STANDARD</b>	<b>WY.RI.5. Reading Standards for Informational Text</b>	
<b>BENCHMARK</b>	<b>Integration of Knowledge and Ideas</b>	
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.
<b>CONTENT STANDARD</b>	<b>WY.RI.5. Reading Standards for Informational Text</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Level of Text Complexity</b>	
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.
<b>CONTENT STANDARD</b>	<b>WY.RF.5. Reading Standards: Foundational Skills</b>	
<b>BENCHMARK</b>	<b>Fluency</b>	
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>	<b>Text Types and Purposes</b>	
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
GRADE LEVEL EXAMPLE	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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**

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

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

EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>

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.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	<b>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).</b>

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

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.5.1.</b>	<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>

**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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.
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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.
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD**      **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.4.</b>	<b>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.)</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.6.</b>	<b>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.</b>

**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.7.</b>	<b>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.8.</b>	<b>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.</b>

**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD**      **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>
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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.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

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

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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.
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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.
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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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.
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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).
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD**      **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.
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EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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]").
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD**      **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.5.4.	<b>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.</b>

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.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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.
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EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXAMPLE</b>	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.)
<b>GRADE LEVEL EXAMPLE</b>	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.
<b>GRADE LEVEL EXAMPLE</b>	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**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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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**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION      L.5.3(a)      Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.4.</b>	<b>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.)</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.5.</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.6.</b>	<b>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.</b>

**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.8.</b>	<b>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.</b>

**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.10.</b>	<b>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.</b>

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

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.2.</b>	<b>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b>

**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.4.</b>	<b>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.)</b>



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.
<b>CONTENT STANDARD</b>	<b>WY.W.5.</b>	<b>Writing Standards</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.SL.5.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<b>CONTENT STANDARD</b>	<b>WY.L.5.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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.
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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.
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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.
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD**      **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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.
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EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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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.
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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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION      L.5.3(a)      Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	<b>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).</b>

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194

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

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

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.5.1.</b>	<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>

**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.5.1.</b>	<b>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.5.2.</b>	<b>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</b>

**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.5.4.</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.5.5.</b>	<b>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.</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.5.6.</b>	<b>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</b>

**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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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).
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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.
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**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD**      **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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.
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EXPECTATION	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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]").
<b>CONTENT STANDARD</b>	<b>WY.W.5. Writing Standards</b>	
<b>BENCHMARK</b>		<b>Range of Writing</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.SL.5. Speaking and Listening Standards</b>	
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.L.5. Language Standards</b>	
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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.
<b>CONTENT STANDARD</b>	<b>WY.L.5. Language Standards</b>	
<b>BENCHMARK</b>		<b>Conventions of Standard English</b>

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

**CONTENT STANDARD** WY.L.5. Language Standards

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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EXPECTATION L.5.3(a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**CONTENT STANDARD** WY.L.5. Language Standards

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>
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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

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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 STANDARD** WY.RI.5. Reading Standards for Informational Text

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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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 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 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.

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.

**CONTENT STANDARD**      **WY.W.5. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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
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<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

EXPECTATION	L.5.2(e)	Spell grade-appropriate words correctly, consulting references as needed.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

EXPECTATION	L.5.3(a)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>

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.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	<b>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).</b>

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

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

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.5.2.</b>	<b>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.</b>

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

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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**

<b>BENCHMARK</b>		<b>Fluency</b>
GRADE LEVEL EXAMPLE	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
GRADE LEVEL EXAMPLE	W.5.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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]").
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD**      **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>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.</b>

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.
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EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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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.
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**CONTENT STANDARD**      **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

EXPECTATION	L.5.1(a)	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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EXPECTATION	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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 STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	<b>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).</b>

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

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

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.5.2.</b>	<b>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.</b>

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

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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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.
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GRADE LEVEL EXAMPLE	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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**CONTENT STANDARD**      **WY.RL.5. Reading Standards for Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**CONTENT STANDARD**      **WY.RF.5. Reading Standards: Foundational Skills**

<b>BENCHMARK</b>		<b>Fluency</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding.
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EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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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.
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EXPECTATION	W.5.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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EXPECTATION	W.5.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

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**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.5.1.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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**

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

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**



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

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

**CONTENT STANDARD**      **WY.L.5. Language Standards**

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

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 STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.4.</b>	<b>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.</b>

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**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.5.6.</b>	<b>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).</b>

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

**CONTENT STANDARD**      **WY.RI.5. Reading Standards for Informational Text**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RI.5.4.</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</b>

**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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.
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EXPECTATION	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.
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**CONTENT STANDARD**      **WY.W.5. Writing Standards**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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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.
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**CONTENT STANDARD**      **WY.SL.5. Speaking and Listening Standards**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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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.
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**CONTENT STANDARD**      **WY.L.5. Language Standards**

<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
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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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