

5th Grade		
Strand	Code	Benchmark
Reading	5.1.1.1	Know and apply grade-level phonics and word analysis skills in decoding words: Use knowledge of letter-sound correspondences, syllabication patterns, and word origin (French and Latin) to decode and comprehend unfamiliar multi-syllabic words in and out of context.
Reading	5.1.1.2	Read grade-level texts fluently, with sufficient accuracy, rate, and expression to support comprehension.
Reading	5.1.2.1	Read independently and monitor understanding of grade-level text; self-correct as needed, independently using strategies including, but not limited to, making inferences and connecting text to background knowledge.
Reading	5.1.2.2	Select, read, and comprehend texts that address academic tasks, proficiently at grade 5 text complexity.
Reading	5.1.2.3	Locate, select and read texts representing various perspectives and identities like and unlike their own, using various methods of searching for text. (e.g., literary award lists, curated book lists, book reviews).
Reading	5.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.
Reading	5.1.4.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.
Reading	5.1.4.2	Determine a theme or central idea of a text and how it is developed or conveyed through specific details.

Reading	5.1.4.3	Describe how and when characters, setting, conflict, resolution, events or ideas are introduced and how they change or evolve in literary text.
Reading	5.1.4.4	Explain the relationships or interactions between individuals, events, concepts, based on specific details, in informational text.
Reading	5.1.5.1	Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a literary text.
Reading	5.1.5.2	Identify the effects of the various informational text structures (including, but not limited to, sequence, chronology, and description) on a text or part of a text.
Reading	5.1.5.3	Interpret, apply, and evaluate the ideas/information conveyed through illustrations, graphics, and other audiovisual elements to support understanding in text.
Reading	5.1.6.1	Compare and contrast a firsthand and secondhand account, including those by Dakota and Anishinaabe authors, of the same event or topic; describe the differences in focus and the information provided.
Reading	5.1.6.2	Compare texts published in different time periods related to influences on meaning, content, or style of the texts.
Reading	5.1.6.3	Analyze a text's placement on a continuum of fact to fiction, citing evidence.
Reading	5.1.7.1	Identify an author's argument and how perspective and bias influence choices regarding evidence.
Reading	5.1.8.1	Demonstrate understanding of word relationships and nuances (e.g., connotative and denotative) in word meanings in stories, poems, or songs.
Reading	5.1.8.2	Interpret words and phrases in academic, technical, and domain-specific vocabulary.
Reading	5.1.9.1	Collect information from a variety of sources in different formats, representing diverse perspectives. (e.g., interviews, videos, podcasts)

Reading	5.1.9.2	Evaluate sources based on validity and credibility of information, related to task and purpose.
Writing	5.2.1.1	Use correct punctuation (including semicolons and colons), spelling, capitalization, and grammar, authentically in writing.
Writing	5.2.1.2	Apply spelling patterns and rules to spell words with French and Latin word origin, authentically in writing.
Writing	5.2.1.3	Use nouns, verbs, adjectives, adverbs (including relative adverbs), and pronouns (including relative pronouns) in sentences, authentically in writing, building on skills from previous years.
Writing	5.2.2.1	Write routinely for a range of tasks, purposes, and audiences. (e.g., personal interest, enjoyment, academic tasks)
Writing	5.2.2.2	Write to reflect how personal identity has developed over time.
Writing	5.2.3.1	Plan and draft multiple pieces; self-select pieces to revise (e.g., rewriting or trying a new approach), edit, and publish.
Writing	5.2.3.2	Use words, phrases, punctuation, and sentences to convey ideas precisely, appropriate to the intended audience and context.
Writing	5.2.4.1	Write to argue, situating arguments in an explanation of a broad topic, building on skills from previous years.
Writing	5.2.4.2	Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration), building on skills from previous years.
Writing	5.2.5.1	Write to inform or explain, developing subtopics and grouping related information logically in chosen text structure, including using formatting (e.g., headings) and visuals when useful to aid comprehension, building on skills from previous years. a. Use precise, domain-specific vocabulary.
Writing	5.2.5.2	Write to respond to the style, tone, and plot of a literary text. (e.g., writing personal reactions, analysis, and interpretation of text)

Writing	5.2.6.1	Write to create, using basic literary techniques including figurative language, hyperbole, and personification to impact style, tone, and plot in various literary forms. (e.g., poetry, stories, plays)
Writing	5.2.6.2	Use structure appropriate to chosen style and tone, in written narratives, poetry, or other creative text. (e.g., chapters, stanzas, scenes)
Writing	5.2.7.1	Formulate questions independently and in collaboration with peers to guide inquiry.
Writing	5.2.7.2	Plan and conduct independent research using sources to build and share knowledge of a topic, and share findings in writing.
Writing	5.2.8.1	Use and cite sources in various formats, both quoting and summarizing, avoiding plagiarism and demonstrating understanding of intellectual property concepts.(e.g., copyright, fair use, and creative commons)
Listening, Speaking, Viewing, and Exchanging Ideas (LSVEI)	5.3.1.1	Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. <ol style="list-style-type: none"> 1. Help create and follow agreed-upon norms for a discussion, (e.g., speaker norms, listener norms, participation norms), respectful of culture. 2. Participate as a speaker and listener, drawing conclusions based on information and understanding gained from listening to others. 3. Express one's own ideas, stories, and experiences, linking to comments of others. 4. Negotiate and compromise to support productive exchange of ideas. 5. Identify and work toward a shared goal.
LSVEI	5.3.1.2	Ask and respond to questions by making comments that demonstrate preparation for the discussion, contribute to the discussion, and elaborate on the comments of others.
LSVEI	5.3.1.3	Seek feedback from others, ask clarifying questions for understanding, and make decisions and adjustments.
LSVEI	5.3.2.1	Use vocabulary, language, structure, and features of spoken language to communicate ideas precisely, recognizing situational differences.

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LSVEI	5.3.3.1	Report on a topic in an organized manner, including relevant and credible facts and descriptive details to support central ideas or themes, in a variety of presentation styles, demonstrating understanding of ethical and safe communication practices.
LSVEI	5.3.3.2	Create and share work, using self-selected digital tools, and articulate how chosen tools meet the task, purpose, and audience, demonstrating understanding of digital footprint.*