

Correlation of
Seeds of Science/Roots of Reading[®]
Integrated Science and Literacy Units

with the State of North Dakota
English Language Arts Standards
for Grade 5

Created March 2010



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North Dakota English/Language Arts Standards – 5 th Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
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STANDARD 1: Students engage in the research process.												
PLANNING RESEARCH												
5.1.1. Generate connections between issues, texts, and topics of interest	●●	●●	●●	●●	●●●	●●	●●	●●	●●●	●●●	●●●	●●
5.1.2. Plan and use a research strategy	●	●	●	●	●●	●●	●●	●●	●●	●●●	●●	●●●
ACCESSING INFORMATION												
5.1.3. Use relevant resource materials to access information; e.g., dictionaries, encyclopedias, newspapers, magazines, videos, interviews, cassette recordings, electronic databases, and Internet	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
EVALUATING RESEARCH INFORMATION												
5.1.4. Use criteria to evaluate the accuracy of information; e.g., factual vs. fictional text, persuasive vs. informational	●	●	●	●	●	●	●	●	●	●	●	●
ORGANIZING RESEARCH INFORMATION												
5.1.5. Use note-taking strategies to organize	●●	●●	●●	●	●●	●	●●	●	●●	●	●	●

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information that would include paraphrasing, summarizing, and identifying main concepts in information sources												
5.1.6. Create charts, outlines, and graphs to organize and record information in a simple format from a variety of sources	●	●	●	●	●●●	●●	●	●	●	●●●	●	●
PRESENTATION AND EVALUATION												
5.1.7. Assess research process and presentation by conferencing with peers and/or teacher	●	●	●	●	●	●	●	●	●	●	●	●
5.1.8. Evaluate a research process and presentation using a rubric based on set criteria	●	●	●	●	●	●	●	●	●	●	●	●
STANDARD 2: Students engage in the reading process.												
LITERARY/INFORMATIONAL GENRES												
5.2.1. Read a variety of texts; i.e., fiction, nonfiction, multicultural	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
5.2.2. Analyze the elements of a fiction text; i.e., setting, characters, events, problems,												

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resolution/solution, universal themes												
5.2.3. Analyze characteristics of non-fiction text; i.e., headings, subheadings, captions, graphics, tables, conventions of print	●●	●●	●●	●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
5.2.4. Compare and contrast characteristics of a variety of fiction genres; i.e., mysteries, poetry, legends, novels, historical fiction, science fiction, myths, plays, fables												
5.2.5. Compare and contrast characteristics of a variety of nonfiction genres; i.e., biography, autobiography, memoir, informational articles, editorials, essays	●●	●●	●●	●	●●	●	●●	●●	●●	●●	●	●●
VOCABULARY/WORD RECOGNITION												
5.2.6. Use word recognition strategies to determine the meaning of unfamiliar words and make sense of text; i.e., synonyms/antonyms, homonyms, word origins, prefixes/suffixes, words with multiple meanings, context clues	●	●	●	●	●	●	●	●	●	●	●	●

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5.2.7. Use word reference resources to determine word meaning; i.e., dictionary, thesaurus, Greek/Latin root histories	●	●	●	●	●	●	●	●	●	●	●	●
READING STRATEGIES FOR MEANING												
5.2.8. Use a variety of text comprehension strategies to improve and monitor understanding; i.e., building background, main idea/details, fact/opinion, predicting, questioning, synthesizing, inferring, summarizing, visualizing/verbalizing, analyzing	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
5.2.9. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy	●	●	●	●	●	●	●	●	●	●	●	●
PURPOSES FOR READING												
5.2.10. Use reading to be informed, entertained, and persuaded; e.g., role-playing, journals, essays	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
5.2.11. Reflect on and respond to texts from various genres and cultures	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●

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STANDARD 3: Students engage in the writing process												
PREWRITING												
5.3.1. Plan writing for a specific audience and purpose to inform, entertain, or persuade; i.e., memoir, factual, persuasive, poetry, narrative	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
5.3.2. Plan a written text using a variety of techniques; e.g., webbing, listing, graphic organizers, taking notes to develop a topic or purpose	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
DRAFTING												
5.3.3. Compose writing that contains characteristics of a selected genre of writing; i.e., memoir, factual persuasive, poetry, narrative	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
5.3.4. Organize and develop paragraphs using topic sentences, additional details, and supporting details in writing at least 5 paragraphs	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
5.3.5. Use proper paragraph form that includes smooth transitions between paragraphs	●●	●●	●	●●	●●	●●	●●	●	●●	●●	●●	●

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5.3.6. Incorporate vocabulary in writing	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
REVISING												
5.3.7. Review and monitor organization of a topic in a written piece for elaboration, description, clarity, and syntax	●	●	●	●	●	●	●	●	●	●	●	●
5.3.8. Use feedback and multiple drafts to clarify language and purpose of the written text	●	●●	●	●	●	●	●	●	●	●	●	●●
EDITING												
5.3.9. Use proofreading marks to edit written text for capitalization, punctuation, spelling, sentence structure, grammar, paragraph indentation	●	●	●	●	●	●	●	●	●	●	●	●
5.3.10. Use reference tools for writing; e.g., dictionary, thesaurus, word wall, classroom library, and word processor	●	●	●	●	●	●	●	●	●	●	●	●
FINAL DRAFT												
5.3.11. Compose written text that demonstrates understanding of purpose and audience using a specific genre of writing; i.e., memoir, factual,	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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persuasive poetry, narrative												
PUBLICATION/PRESENTATION												
5.3.12. Share final copy with peers, teachers, and/or family members	●	●●●	●	●	●	●	●	●	●	●	●	●
5.3.13. Evaluate writing process using a variety of assessment tools; e.g., checklist, rubric, conferences	●	●	●	●	●	●	●	●	●	●	●	●
STANDARD 4: Students engage in the speaking and listening process.												
PLANNING FOR AN AUDIENCE/PURPOSE												
5.4.1. Organize an oral presentation to inform, demonstrate, entertain, or persuade from an organized plan; i.e., memoir, factual persuasive, poetry, narrative	●●	●			●			●	●	●●●		●●●
5.4.2. Make informative presentations that outline and explain the key ideas of the topic	●●	●			●			●	●	●●●		●●●
5.4.3. Use supporting materials for topic development; e.g., research, personal experience, literature, interview, fact and	●●	●●			●●			●●	●●	●●●		●●●

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opinion												
VERBAL AND NONVERBAL COMMUNICATION												
5.4.4. Demonstrate appropriate speaking vocabulary	●●	●●	●●	●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
5.4.5. Use tone, emotion, verbal and nonverbal messages, facts and opinions effectively in oral presentations	●●									●●		●●
5.4.6. Speak with purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION												
5.4.7. Participate as an active listener and speaker in group discussions	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
STANDARD 5: Students understand media												
MEDIA GENRES												
5.5.1. Describe existing and developing media												
5.5.2. Compare and contrast characteristics of common types of media; e.g., books,												

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magazines, newspapers, cartoons, radio, television, films, electronic sources												
USING MEDIA FOR A PURPOSE												
5.5.3. Produce samples of different media genres to inform, entertain, advertise, or persuade; i.e., memoir, factual, persuasive, poetry, narrative												
INTERPRETING MEDIA												
5.5.4. Evaluate media content meaning; i.e., important details, supporting details, propaganda and persuasion, sequence/timelines												
5.5.5. Demonstrate media production techniques and formats; e.g., images and symbols, basic propaganda and persuasion, slide show, billboards, brochures, and newsletters												
STANDARD 6: Students understand and use principles of language												
LANGUAGE CONVENTIONS/MECHANICS												
5.6.1. Use parts of speech; i.e., noun, verb, adjective, adverb, prepositions, conjunctions, and	●●	●	●	●	●	●	●	●	●	●	●	●

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interjections												
5.6.2. Use subjects and predicates in simple, compound, and complex sentences	●	●	●	●	●	●	●	●	●	●	●	●
5.6.3. Use conventions of grammar related to parts of speech, including verb tenses, modifiers, and pronouns	●	●	●	●	●	●	●	●	●	●	●	●
5.6.4. Use capitalization; e.g., proper nouns, titles of books, magazines, special events, the first word in quotations when appropriate	●	●	●	●	●	●	●	●	●	●	●	●
5.6.5. Use conventions of punctuation; i.e., ending punctuation, apostrophes in the possessive case, colon to introduce a list, use of semicolons to connect independent clauses	●	●	●	●	●	●	●	●	●	●	●	●
5.6.6. Use principles of spelling; e.g., double final consonant following short vowel, Greek/Latin roots	●	●	●	●	●	●	●	●	●	●	●	●
FIGURATIVE LANGUAGE												

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5.6.7. Use and interpret similes, metaphors, alliterations, idioms, onomatopoeia, and personification												

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