

Marketplace for Kids (Project Students) Meet the Following Language Arts Standards and Benchmarks ~ Grade 5

NATIONAL CONTENT STANDARDS FOR ENTREPRENEURSHIP EDUCATION	NORTH DAKOTA STANDARDS AND BENCHMARKS	NATIONAL EDUCATION LANGUAGE ARTS STANDARDS FOR STUDENTS
	English Language Arts (January 2004)	
	Grade 5	Grades K-12
	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	
Ready Skills ~ Digital Skills Computer Applications E.11 – Demonstrate basic search skills on the Web	Accessing Information: 5.1.3. Use relevant resource materials to access information; i.e., dictionaries, encyclopedias, newspapers, magazines, videos, interviews, recordings, electronic databases, and Internet	
Ready Skills ~ Digital Skills Computer Applications E.12 – Evaluate credibility of Internet resources	Evaluating Research Information: 5.1.4. Use criteria to evaluate the accuracy of information; i.e., factual vs. fictional text, persuasive vs. informational	
Ready Skills ~ Business Foundations Fundamentals of Communication D.14 – Prepare simple written reports	Organizing Research Information: 5.1.5. Use note-taking strategies to organize information that would include paraphrasing, summarizing, and identifying main concepts in information 5.1.6. Create charts, outlines, and graphs to organize and record information in a simple format from a variety of sources	
Business Functions ~ Financial Management Assessment J.23 – Provide feedback on work efforts	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	
Entrepreneurial Skills ~ Entrepreneurial Processes Discovery A.07 – Generate venture ideas Ready Skills ~ Digital Skills Computer Basics E.07 – Use reference materials to access information E.12 – Evaluate credibility of Internet resources		NL-ENG.K-12.7 Evaluating Data Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (i.e., print and non print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
Ready Skills ~ Digital Skills Computer Basics E.07 – Use reference materials to access information Ready Skills ~ Digital Skills Computer Applications E.11 – Demonstrate basic search skills on the Web		NL-ENG.K-12.8 Developing Research Skills Students use a variety of technological and information resources (i.e., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

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	<p>Standard 2: Students Engage in the Reading Process</p> <p>Literary/Informational Genres And Elements:</p> <p>5.2.1. Read for a variety of purposes, including to gain information for enjoyment, and to form an opinion; i.e., fiction, non-fiction, multi-cultural</p> <p>5.2.2. Analyze the elements of a fiction text; (i.e., setting, character development-protagonist/antagonist, events, climax, problems, resolution/solution, universal themes)</p> <p>5.2.3. Analyze characteristics of expository text (i.e., headings, subheadings, captions, graphics, tables, conventions of print)</p> <p>5.2.4. Compare and contrast characteristics of a variety of fiction genres; (i.e., mysteries, poetry, historical, fiction, science fiction, myths, plays, fables)</p> <p>5.2.5. Compare and contrast characteristics of a variety of nonfiction genres; (i.e., biography, autobiography, memoir, informational articles, editorials, essays)</p>	
<p>Ready Skills ~ Business Foundations Fundamentals of Communication D.03 – Use proper grammar and vocabulary</p>	<p>Word Recognition/Vocabulary:</p> <p>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</p> <p>5.2.7. Use word reference resources to determine word meaning i.e., dictionary, thesaurus, Greek/Latin root histories</p>	<p>NL-ENG.K-12.1 Reading for Perspective Students read a wide range of print and non print texts to build an understanding of tests, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p>
	<p>Reading Strategies For Meaning:</p> <p>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, and analyzing</p> <p>5.2.9. Demonstrate fluency, reading in meaningful phrases: clear, at an appropriate rate, with expression and accuracy</p>	
	<p>Purpose For Reading:</p> <p>5.2.10. Use reading to be informed, entertained, and persuaded; i.e., role-playing, journals, essays</p> <p>5.2.11. Reflect on and respond to texts from various genre and cultures</p>	
<p>Ready Skills ~ Business Foundations Fundamentals of Communication D.10 – Write business letters D.13 – Write persuasive messages</p>	<p>Standard 3: Students Engage in the Writing Process</p> <p>Prewriting:</p> <p>5.3.1. Plan writing for a specific audience and purpose to inform, entertain, or persuade; i.e., memoir, factual persuasive, poetry, narrative</p> <p>5.3.2. Plan a written text using a variety of techniques; i.e., webbing, listing, graphic organizers, taking notes to develop a topic or purpose</p>	
<p>Ready Skills ~ Business Foundations Fundamentals of Communication D.14 – Prepare simple written reports D.08 – Make oral presentations</p>	<p>Drafting:</p> <p>5.3.3. Compose writing that contains characteristics of a selected genre of writing; i.e., memoir, factual persuasive, poetry, narrative</p> <p>5.3.4. Organize and develop paragraphs using topic sentences, additional details, and supporting details in writing at least five paragraphs</p> <p>5.3.5. Use proper paragraph form that includes smooth transitions between paragraphs</p> <p>5.3.6. Incorporate vocabulary in writing</p>	

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	<p>Revising: 5.3.7. Review and monitor organization of a topic in a written piece for elaboration, description, clarity, and syntax 5.3.8. Utilize feedback and multiple drafts to clarify language and purpose of the written text</p>	
	<p>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; i.e., dictionary, thesaurus, word wall, classroom library, and word processor</p>	
	<p>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 persuasive, poetry, narrative</p>	
<p>Business Functions ~ Financial Management Assessment J.23 – Provide feedback on work efforts</p>	<p>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; i.e., checklist, rubric, conferences</p>	
<p>Ready Skills ~ Business Foundations Fundamentals of Communication D.08 – Make oral presentations</p>	<p>Standard 4: Students Engage in the Speaking and Listening Process</p> <p>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 presentation 5.4.3. Use supporting materials for topic development; i.e., research, personal experience, literature, interview, fact and opinion</p>	
<p>Ready Skills ~ Business Foundations Fundamentals of Communication D.03 – Use proper grammar and vocabulary D.06 – Address people properly</p>	<p>Verbal And Nonverbal Communication: 5.4.4. Demonstrate appropriate speaking vocabulary 5.4.5. Use tone, emotion, verbal and nonverbal messages, and facts and opinions effectively in oral presentations 5.4.6. Speak with a purpose using delivery techniques appropriate for different audiences to inform, demonstrate, entertain, or persuade</p>	
<p>Ready Skills ~ Business Foundations Fundamentals of Communication D.02 – Apply effective listening skills</p>	<p>Conversation, Group Discussion, And Oral Presentation: 5.4.7. Participate as an active listener and speaker in group discussions</p>	
<p>Ready Skills ~ Business Foundations Fundamentals of Communication D.04 – Reinforce service orientation through communication D.05 – Explain the nature of effective verbal communications D.08 – Make oral presentations</p>		<p>NL-ENG.K-12.4 Communication Skills Students adjust their use of spoken, written, and visual language (i.e., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>
<p>Ready Skills ~ Business Foundations Fundamentals of Communication D.03 – Use proper grammar and vocabulary D.05 – Explain the nature of effective verbal communications D.10 – Write business letters D.11 – Write informational messages D.12 – Write inquiries D.13 – Write persuasive messages D.14 – Prepare simple written reports D.15 – Prepare complex written reports Business Functions ~ Financial Management Assessment J.23 – Provide feedback on work efforts</p>		<p>NL-ENG.K-12.5 Communication Strategies Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p>

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	<p>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; i.e., books, magazines, newspapers, cartoons, radio, television, films, electronic sources</p>	
	<p>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</p>	
	<p>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; i.e., images and symbols, propaganda and persuasion, slide show, billboards, brochures, and newsletters</p>	
<p>Ready Skills ~ Business Foundations Fundamentals of Communication D.03 – Use proper grammar and vocabulary Ready Skills ~ Business Foundations Fundamentals of Communication D.15 – Prepare complex written reports</p>	<p>Standard 6: Students Understand and Use Principles of Language Conventions/Mechanics: 5.6.1. Use parts of speech; i.e., noun, verb, adjective, adverb, prepositions, conjunctions, and 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; i.e., 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 connect independent clauses 5.6.6. Use principles of spelling; i.e., double final consonant following short vowel, Greek/Latin roots</p>	
	<p>Figurative Language: 5.6.7. Use and interpret similes, metaphors, alliterations, idioms, onomatopoeia, and personification</p>	
<p>Ready Skills ~ Business Foundations Fundamentals of Communication D.08 – Make oral presentations D.14 – Prepare simple written reports</p>		<p>NL-ENG.K-12.12 Applying Language Skills Students use spoken, written, and visual language to accomplish their own purposes (i.e., for learning, enjoyment, persuasion, and the exchange of information).</p>
<p>Ready Skills ~ Business Foundations Fundamentals of Communication D.03 – Use proper grammar and vocabulary</p>		<p>NL-ENG.K-12.2 Understanding the human experience, students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (i.e., philosophical, ethical, aesthetic) of human experience.</p> <p>NL-ENG.K-12.3 Evaluation Strategies Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (i.e., sound-letter correspondence, sentence structure, context, graphics).</p>