**GRADE 5-Key Ideas and Details**

**Informational Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (1):** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| **CCSS – Grade Specific Reading Standard 1 (Informational)** |
| **Grade 4:** Refer to details and examples in a text when referring to what a text says explicitly and when drawing inferences from the text. | **Grade 5: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.** | **Grade 6:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **KNOW****(Factual)** | **UNDERSTAND****(Conceptual)** | **DO****(Procedural and Application)** |
| * Text support
* Inference
* Prediction
* Direct quotations
* Generalizations
* Background knowledge
* Explicitly stated information from the text
* Author’s decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used, notes to readers)
 | * Authors include key details in informational texts which can help a reader ask and answer questions.
* Good readers use examples, details, and quotes from the text to support their inferences.

 * Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read.
 | * Make, test and revise predictions as they read

Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they readMake inferences about author’s decision and the content of a textDifferentiate between appropriate and inappropriate textual supportUse quotes from a text when explaining what the text saysUse quotes from the text when drawing inferences from the textUse quotes from the text to support inferencesQuote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text |
| **CCSS – Grade Specific Reading Informational Standard 10 (Grade 5)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 5- Key Ideas and Details**

**Informational Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **CCSS – Grade Level Reading Standard 2 (Informational)** |
| **Grade 4**: Determine the main idea of a text and explain how it is supported by key details; summarize the text. | **Grade 5: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.** | **Grade 6:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to explain (e.g., what and why)
* Central/main idea
* Types of text structures (e.g. sequence/ chronological order, classification, definition, simple process, description, comparison)
* Different purposes for graphic organizers, based on structure of text
* Difference between main ideas and key details in a text
* Characteristics of an effective summary for informational texts
* How to summarize
 | * Authors of informational text(s) include key details in order to help readers make meaning of the text.
* Good readers use key details in an informational text to identify the main topic.
* Good readers develop effective summaries that are supported by key details in informational text(s).
 | * Determine two or more main ideas of a text
* Recognize how ideas are organized in an informational text
* Describe or graphically represent the relationship between main ideas and details
* Explain how the main ideas are supported by key details
* Summarize the main ideas in an informational text, capturing the most important parts of the piece
* Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 5)** 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 5-Key Ideas and Details**

**Informational Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **CCSS – Grade Level Reading Standard 3 (Informational)** |
| **Grade 4**: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  | **Grade 5: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.** | **Grade 6:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to explain (e.g., what and why)
* Key ideas/concepts, individuals, events, steps in informational texts.
* Specific details that explain key ideas, individuals, events, steps, etc.
* Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures)
* Text structure in informational texts (e.g., time, sequence, cause/effect, steps)
* Relationships and interactions (e.g., one piece of text “explains” another or stands in “contrast” to another or “comes before” another)
* Transition/linking words that signal explanations (e.g., because, then, as a consequence, in contrast) for informational texts
 | * Authors include specific information to explain the what and why of individuals, events, procedures, ideas and concepts in scientific, technical and historical texts
* Good readers understand the relationships between and among events, ideas/concepts or steps/procedures and use that information to make sense of what they read.
 | * Identify multiple individuals, events, key ideas/concepts, procedures, etc. in a variety of informational/ technical texts
* Distinguish between key ideas/concepts, procedures, individuals, events and explanatory details/information
* Identify the specific details/information that explain individuals, events, procedures, ideas, or concepts in informational and technical texts
* Identify words/phrases that signal explanations between and among ideas, events, procedures, individuals
* Use text-specific language(e.g., text structure or text features) to explain the relationships or interactions between two or more individuals in an informational/technical text
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 5)** 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 5-Craft and Structure**

**Informational Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Reading Standard (4):** Interpret words and phrases asthey are used in a text, including determining technical, connotative, and figurative meanings, andanalyze how specific word choices shape meaning or tone. |
| **CCSS – Grade Level Reading Standard 4 (Literary)** |
| **Grade 4**: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | **Grade 5: 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 6:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text
* Word choice
* Context clues
* Literal/ Denotative meaning
* Connotative meaning
* Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration)
 | * Authors make purposeful language choices to enhance the meaning of informational text(s).
* Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text(s).
 | * Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues
* Use context clues to help unlock the meaning of unknown words/phrases
* Determine the appropriate definition of words that have more than one meaning
* Differentiate between literal and non-literal meaning
* Identify and interpret figurative language
* Describe how figurative language and other language choices enhance and extend meaning
* 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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| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 5)**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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 5-Craft and Structure**

**Informational Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):** Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| **CCSS – Grade Level Reading Standard 5 (Informational)** |
| **Grade 4**: Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  | **Grade 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 6**: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application****and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Compare
* Contrast
* Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution)
 | * Authors of informational text use various structures to share information.
* The structure of events, ideas, concepts, or information can vary from one text to another.
* Good readers recognize the similarities and differences in text structure to better understand the information in texts.
 | * Compare the overall structure of events, ideas, concepts, or information in two or more texts
* Contrast the overall structure of events, ideas, concepts, or information in two or more texts
* Identify the overall structure of events, ideas, concepts, and information in a text
* Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts
 |
| **CCSS- Grade Specific Reading Standard 10 (Grade 5)**By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 5-Craft and Structure**

**Informational Reading Standard 6**

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| **College and Career Ready (CCR) Anchor Reading Standard (6):** Assess how point of view or purpose shapes the content and style of a text. |
| **CCSS – Grade Level Reading Standard 6 (Informational)** |
| **Grade 4**: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | **Grade 5: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.** | **Grade 6:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and** **Extended thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to analyze
* Point of view
* Author’s viewpoint/focus/attitude/bias
* Author’s roles/purposes (to inform, to persuade, to explain how, to entertain) for writing a text
* Audience
* Compare and Contrast
 | * Authors control what the reader knows through the choices they make (e.g., content, point of view, style, word choice).
* Good readers recognize that multiple accounts of the same event will have similarities and differences based on the point of view they represent.
* Good readers analyze the text to better understand the author’s viewpoint/attitude and purpose.
 | * Describe the author’s overall purpose for writing a text
* Identify the intended audience
* Describe how the author addresses the needs of the audience
* Describe how the author’s choices reflect his/her viewpoint, focus, attitude or bias
* Describe how the author’s choices shape the content
* Explain how the viewpoint of the author is conveyed in a text
* Analyze multiple accounts of the same event or topic, noting similarities and differences in the viewpoint represented in a text
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 5)** 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 5-Craft and Structure**

**Informational Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):** Integrate and evaluate contentpresented in diverse media and formats, including visually and quantitatively, as well as in words. |
| **CCSS – Grade Level Reading Standard 7 (Informational)** |
| **Grade 4**: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | **Grade 5: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.** | **Grade 6:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Digital sources
* Graphics/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video)
* Media formats (e.g., visual, oral, quantitative)
* Relevant vs. irrelevant information
* Reliable vs. unreliable resources
 | * Authors present information in diverse formats and media.
* Readers’ and viewers’ make choices about the most efficient way to retrieve information.
* Good readers’ and viewers’ use information from a variety of text/media sources to answer questions and solve problems.
 | * Identify media sources
* Differentiate between relevant and irrelevant information
* Differentiate between reliable and unreliable resources
* Deconstruct questions/problems to identify needed information
* Access media sources to solve a problem or answer a question
* Use relevant information to solve a problem or answer a question
* Use a variety of media sources to solve a problem or answer a question
* 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
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 5)** 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 5-Craft and Structure**

**Informational Reading Standard 8**

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| **College and Career Ready (CCR) Anchor Reading Standard (8):** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| **CCSS – Grade Level Reading Standard 9 (Informational)** |
| **Grade 4**: Explain how an author uses reasons and evidence to support particular points in a text. | **Grade 5: 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 6:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* How to explain
* Main/key ideas/points
* Supporting details
* Relevant vs. irrelevant details
* Reasons/examples/evidence
* Persuasive techniques (e.g., emotional words, repetition, name calling)
 | * Authors provide reasons/examples/ evidence in informational text to support their points and ideas.
* Good readers identify the reasons/examples/ evidence an author uses to support points and ideas to enhance their understanding of an informational text.
 | * Identify the author’s key ideas/points
* Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence/details that support the author’s key ideas/points
* Differentiate between relevant and irrelevant reasons/examples/evidence
* Identify the relevant reasons/examples/evidence an author gives to support points in a text
* Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 5)** 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**GRADE 5-Craft and Structure**

**Informational Reading Standard 9**

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| **College and Career Ready (CCR) Anchor Reading Standard (9):** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **CCSS – Grade Level Reading Standard 9 (Informational)** |
| **Grade 4**: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | **Grade 5: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.** | **Grade 6:** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |
| **Know** **(Factual)** | **Understand** **(Conceptual)** | **Do****(Procedural, Application and Extended Thinking)** |
| * Informational text (both literary nonfiction and expository/technical texts)
* Compare/contrast
* Important points/main ideas
* Most important vs. least important points
* Key/supporting details
* Purpose for gathering information
* Methods to manage and organize selected information (e.g., graphic organizers, electronic notes)
* How to integrate information in a purposeful way
 | * Authors of informational text provide information and key details on topics in different ways.
* Good readers make meaning of informational texts by integrating important information presented in several texts in order to present it for a specific purpose.
 | * Establish a purpose for gathering information
* Identify the most important points from several texts for a given purpose
* Identify the key/supporting details from several texts for a given purpose
* Use a method for managing and organizing selected information
* Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
 |
| **Range of Reading and Level of Text Complexity****CCSS- Grade Specific Reading Standard 10 (Grade 5)** 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.**Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts**Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics |

**Reading Recursive Strategies:**

* **Assimilating prior knowledge**
* **Rereading to clarify information**
* **Seeking meaning of unknown vocabulary**
* **Making and revising predictions**
* **Using critical and divergent thinking and assimilating prior knowledge to draw conclusions**
* **Making connections and responding to text**

**These recursive strategies are the basic reading strategies that students must know and use to become successful readers.  Some of the strategies are not explicitly stated in the Common Core State Standards for ELA.**