**GRADE 5-Key Ideas and Details**

**Literary 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 (Literary)** | | |
| **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 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, Application**  **and Extended Thinking)** |
| * Textual evidence/text support * Inference * Prediction * Author’s decisions (e.g., word choice, point of view, literary elements) * Generalizations * Background knowledge * Explicitly stated information * Conclusion | * Authors include key details in literary 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, personal connections, background knowledge, and connections to the text to answer questions they have as they read * Make implied inferences about author’s decisions and literary elements in a text * Differentiate between appropriate and inappropriate textual support * Use quotes from a text when explaining what the text says * Use quotes from the text when drawing inferences from the text * Use quotes from the text to support inferences |
| **CCSS- Grade Specific Reading Standard 10 (Grade 5)**  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. | | |

**GRADE 5- Key Ideas and Details**

**Literary 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 (Literary)** | | | | |
| **Grade 4**: Determine a theme of a story, drama, or poem from details in the text; summarize the text. | **Grade 5: 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** | | | **Grade 6:** Determine a theme or 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)** |
| * Literary texts * How to summarize * Central idea(s) * Theme * Difference between central ideas and details in a story * Role characters or speakers play in stories, drama, or poems. * Characteristics of an effective summary for literary texts | | * Authors of literary texts include details that help readers determine the theme or central idea(s). * Good readers create effective summaries that capture the central idea(s) or theme of the text. | * Describe or graphically represent the relationship between central idea(s) and details * Determine a theme in literary text(s) * Determine characters’ or speakers’ roles in stories, dramas, poems (e.g., actions and reactions) * Explain how particular details (e.g., characters’ or speakers’ actions and reactions) reveal a theme * Summarizea text, including the central idea(s) in the original piece * 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 | |
| **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 literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. | | | | |

**GRADE 5-Key Ideas and Details**

**Literary 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 (Literary)** | | | | |
| **Grade 4**: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | **Grade 5:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | | | **Grade 6:** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Literary texts * Key ideas * Important/supporting details * Comparison (compare and contrast) * Story Elements * Plot (e.g., events, climax/turning point, resolution,) * Conflict * Characters and character roles (hero/villain, major/ minor, protagonist/ antagonist) * Setting (e.g., time, place) * Drama Elements * Scenes * Dialogue * Stage directions * Character actions, feelings, words | | * Authors use specific details in a story or drama to describe characters, settings, or events. * Good readers use details from literary texts to support their thinking about and analysis of characters, setting or events. | * Identify and describe the plot events in a story or drama * Describe the setting of a story or drama * Determine important details that support key ideas * Describe (or graphically represent) characters and their interactions using specific details from the text * Compare and contrast characters, settings, events using appropriate graphic or written representations, and using specific details from the text(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 literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. | | | | |

**GRADE 5-Craft and Structure**

**Literary Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Reading Standard (4):**  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | | | | |
| **CCSS – Grade Level Reading Standard 4 (Literary)** | | | | |
| **Grade 4**: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | **Grade 5: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.** | | | **Grade 6:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | | | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Literary text * Word choice * Context clues * Literal/ Denotative meaning * Connotative meaning * Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration, idiom) * Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) * Mood | | * Authors make purposeful language choices to enhance the meaning of literary text(s). * Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of literary 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 and literary devices * Describe how figurative language, literary devices, and other language choices enhance and extend meaning * Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes | |
| **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 literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. | | | | |

**GRADE 5-Craft and Structure**

**Literary 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 (Literary)** | | |
| **Grade 4:** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | **Grade 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 6:** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application**  **and Extended Thinking)** |
| * Literary text * How to explain * Various text structures (e.g., sentences, paragraph, chapter, section, stanza, scenes) * Characteristics of genres (e.g., poetry, drama, stories) * Relationships between parts of text and whole text | * Authors’ choices of text structures vary according to genre. * Good readers understand the structure of a text and use this information to make sense of what they read. | * Identify genre * Identify text structures * Explain how a series of chapters fit together to provide the overall structure of a story * Explain how a series of scenes fit together to provide the overall structure of a drama * Explain how the stanzas fit together to provide the overall structure of a poem |
| **CCSS- Grade Specific Reading Standard 10 (Grade 5)**  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. | | |

**GRADE 5-Craft and Structure**

**Literary 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 (Literary)** | | |
| **Grade 4**: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | **Grade 5: Describe how a narrator’s or speaker’s point of view influences how events are described.** | **Grade 6:** Explain how an author develops the point of view of the narrator or speaker in a text. |
| **Know**  **(factual)** | **Understand**  **(conceptual)** | **Do**  **(procedural & application)** |
| * Literary text(s) * How to describe * Author’s purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text * Point of view (limited, first-person, third-person, all-knowing) * Perspective * View point/Attitude * Author’s purpose * Speaker/Narrator * Audience | * An author develops texts by making choices, including point of view, to achieve his/her purpose. * Authors use the narrator and speaker (point of view) to develop plot, character, and central message or theme. * Good readers recognize that the narrator’s or speaker’s point of view influences how events are described. | * Describe the author’s overall purpose for writing a text * Describe how point of view affects a literary text * Describe how a narrator’s or speaker’s point of view influences how events are described |
| **CCSS- Grade Specific Reading Standard 10 (Grade 5)**  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. | | |

**GRADE 5- Integration of Knowledge and Ideas**

**Literary Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):**  Integrate and evaluate content presented in diverse media and formats, including visually and  quantitatively, as well as in words. | | | | |
| **CCSS – Grade Level Reading Standard 7 (Literary)** | | | | |
| **Grade 4**: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | **Grade 5: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).** | | | **Grade 6:** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * How to analyze * Visual and multimedia elements (e.g., text, graphics, sound, photos, pictures, animations, audio, video) * Versions of text (e.g., written, audio, visual, live, print, digital) * Genres (e.g., graphic novel, multimedia presentation, fiction, folktale, myth, poem) * Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea) | | * Authors’/directors’ choices of visual and multimedia elements in a literary text convey meaning and contribute to/create an aesthetic appeal. * Good readers analyze the visual and oral elements in a literary text to enhance their understanding. | * Identify the visual and multimedia elements in a literary text * Determine the meaning and tone of a literary text * Explain how authors’/directors’ choices contribute to the meaning of a literary text * Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of 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 literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. | | | | |

**There isn’t a Standard 8 for Literature Reading.**

**GRADE 5- Integration of Knowledge and Ideas**

**Literary 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 (Literary)** | | |
| **Grade 4**: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | **Grade 5: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.** | **Grade 6:** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Compare/Contrast * Theme(s) * Topic(s) * Characteristics of various genres (e.g., mysteries, adventure stories) * Author’s choices (e.g., audience, word choice, text structure, mood) * Author’s intention/purpose (e.g., to reveal a conflict, to draw attention to an issue or event, to predict the future, to understand the past) * Author’s perspective/view point * Text-to-text, text-to-world connections | * Authors’ approaches to themes and topics are influenced by their perspectives and their intentions. * Good readers compare and contrast various texts to deepen their understanding of themes and topics. | * Identify the characteristics of various genres * Identify the theme of a text * Distinguish between a topic and theme * Identify and explain author’s intention/purpose * Identify and explain author’s perspective/view point * Identify, cite, and explain textual evidence (examples of author’s choices) which reveal the author’s intentions/purposes * Compare and contrast stories in the same genre on their approaches to similar themes and topics |
| **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 literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. | | |