Reading Standards for Informational Text: Grade 5

CLUSTER: KEY IDEAS AND DETAILS

Resources: Resources should include a wide variety of increasingly complex informational text, including expository and narrative structures and types (e.g., trade books, magazines, multimedia, and functional texts such as recipes and labels) related to personal interests and reflecting a wide variety of cultures.

Anchor Standard 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.

RI 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Essential Skills:

- **Apply appropriate strategies before reading, viewing, or listening to informational texts to:**
  - Preview and survey the text.
  - Access prior knowledge about the text.
  - Set a purpose for reading and formulate appropriate questions.
  - Make predictions.
  - Identify genre.

- **Apply appropriate strategies to monitor understanding during reading, viewing, or listening to informational texts to:**
  - Reread as necessary.
  - Determine main ideas of portions of the text.
  - Periodically restate, retell, paraphrase, summarize and/or synthesize information.
  - Connect ideas within the text.
  - Make, confirm, and/or modify questions, inferences, and predictions.
  - Identify possible themes.

- **Apply a questioning schema to generate, and respond (either orally or in writing) to text-specific questions.**

- **Justify the selection of textual evidence when responding either orally or in writing to text-specific questions.**

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- **Apply paraphrasing and/or quoting effectively when responding either orally or in writing to text-specific questions.**

- **Demonstrate understanding, either orally or in writing, <u>after</u> reading, viewing, or listening to informational texts to:**
  - Determine and explain the main idea (explicit or inferred).
  - Summarize the text.
  - Explain what is directly stated in the text by citing specific details and examples from the text.
  - Explain inferences, conclusions, and generalizations by citing appropriate details and examples from the text.
  - Synthesize information and ideas.
  - Analyze and/or modify predictions about the text.
  - Connect prior knowledge or experience to the text.

- **Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions.**

<u>General Note</u>

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

<u>Benchmarks</u>:

CLUSTER: KEY IDEAS AND DETAILS

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Essential Skills:

- **Connect ideas (explicitly stated or inferred) from across the text to determine a main idea.**
- **Paraphrase key details or information.**
- **Summarize an informational text, either orally or in writing, including the main ideas and significant supporting information from across the text.**
- **Connect key details or information, including those found in text features, and explain how they develop the main idea.**

General Note

- Participate actively and appropriately in discussions about informational texts.
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Benchmarks:

CLUSTER: KEY IDEAS AND DETAILS

Anchor Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RI 5.3: 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.

Essential Skills:

- **Connect and explain types of relationships among individuals, events, ideas, or concepts.**
- **Apply content knowledge to determine relationships, including chronology, sequence, cause/effect, in an informational text.**
- **Use text-relevant information and language to explain connections between and/or among events, ideas or concepts, and steps in a text.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor 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.

RI 5.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area.

Essential Skills:

- **Use context as a clue to the meaning of a word or phrase.**
- **Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).**
- **Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**
- **Interpret figurative language, including similes and metaphors, in context.**
- **Recognize and explain the meaning of common idioms, adages, and proverbs.**
- **Differentiate between denotation and connotation of a specific word.**
- **Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.**

General Note

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Reading Standards for Informational Text: Grade 5

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor Standard 5: Analyze the structure of texts, 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.

RI 5.5: 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.

Essential Skills:

- **Use text features (e.g., print features, graphic aids, informational aids, online features, etc.) to compare and contrast the structures of two or more texts.**
- **Determine and explain how a text is organized, noting points where the organization changes.**
- **Compare and contrast the predominant organizational structures in two or more texts.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: CRAFT AND STRUCTURE

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

RI 5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Essential Skills:

- **Explain the relationship between how an event or topic is presented and what can be inferred about the author's point of view.**
- **Gather relevant textual evidence for comparing and contrasting a firsthand and a secondhand account of the same event or topic.**
- **Draw conclusions about the effect of different types of accounts on the same event or topic.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI 5.7: 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.

Essential Skills:

- **Draw conclusions about the relationship between text features and the meaning and/or purpose of a text.**
- **Apply an understanding of text features to navigate efficiently between and among texts.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor Standard 8: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI 5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Essential Skills:

- **Explain the relationship between the organizational pattern (i.e., how reasons and evidence are organized) and the meaning and/or purpose of a text.**
- **Connect specific pieces of evidence to the corresponding point supported by the evidence. Explain basic relationships including comparison, cause/effect, sequence.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor 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.

RI 5.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Skills:

- **Synthesize the main points and key details in two texts on the same topic.**
- **Draw evidence from informational text to support analysis, reflection, and inquiry/investigation.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks:

CLUSTER: RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

RI 5.10: 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.

Essential Skills:

- **Demonstrate understanding of a wide variety of increasingly complex self-selected and assigned informational texts, representing diverse contents, perspectives, and time periods.**
- **Use self-selected informational texts to explore personal interests and challenge themselves as readers.**
- **Set personal goals and conference with adults and peers to improve reading.**

General Note

- Participate actively and appropriately in discussions about informational texts.
- Demonstrate command of the conventions of standard English when writing about or discussing informational texts.
- Apply appropriate academic and/or domain-specific vocabulary when responding either orally or in writing to text-specific questions.

Benchmarks: