

E/LA Common Core Standards for Reading

Grade 5

Key Ideas and Details – Anchor Standards

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.					
RL.5.2. 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.					
RL.5.3. 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).					
Informational Text					
RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.					
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the 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.					

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Craft and Structure – Anchor Standards

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 and tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (ex: a section, chapter, scene or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.					
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.					
RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.					
Informational Text					
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .					
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.					
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.					

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Integration of Knowledge and Ideas – Anchor Standards					
<p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>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.</p>					
Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.5.7. 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).					
RL.5.8. (Not applicable to literature)					
RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.					
Informational Text					
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.					
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).					
RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.					

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Range of Reading and Level of Text Complexity – Anchor Standards					
10. Read and comprehend complex literary and informational texts independently and proficiently.					
Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Reading Literature					
RL.5.10. 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.					
Informational Text					
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.					

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Foundational Skills					
Indicator	Date Taught	Date Retought	Date Reviewed	Date Assessed	Date ReAssessed
Phonics and Word Recognition					
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.					
<i>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</i>					
Fluency					
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.					
<i>Read grade-level text with purpose and understanding.</i>					
<i>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</i>					
<i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i>					