**CCSS ELA – Reading: Literature**

Unpacking the Standards – Grade 5

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.5.1](http://www.corestandards.org/ELA-Literacy/RL/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Explicit Information  Implicit Information  Inference/Infer  Quotations/Dialogue  Summarize  Textual Evidence | Know a quote is a phrase, sentence or paragraph taken directly from the text and put in quotation marks  Know explicit information is stated directly in the text  Know an inference is knowledge gained from the text using “clues” but that the information will not be explicitly stated in the text  Summarize what a text says, citing evidence from the text and incorporation a relevant quote  Draw inferences from a text, citing evidence from the text and incorporating a relevant quote |
| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.5.2](http://www.corestandards.org/ELA-Literacy/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. | Theme/Central Idea  Infer/Inference  Summary/Summarize  Analyze/Analysis  Explicit Information  Implicit Informationa | Explain what is theme and determine a theme based on the detail of the text summarize the text   * Determine the theme of a text using key details to support thinking   Know the theme is the central idea or underlying message of the text  Know the theme of a story is woven all the way through a story, drama or poem  Understand characters actions, interactions, and motivations all reflect theme   * Explain a character’s response to challenges in the text and how they impact the theme of a story, drama, or poem   Know the theme is usually not stated directly in the text, but must be inferred from details in the text  Know that a character’s response to challenges (actions/reactions) supports the overall theme of a story, drama or poem  Know how a speaker addresses a particular subject contributes to the theme   * Explain how the speaker’s reflection on a topic impacts the theme   Write a summary using details from a text   * Know a summary contains only the most important details from the text |
| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RL.5.3](http://www.corestandards.org/ELA-Literacy/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). | Compare/Contrast  Elements of Literature | Describe characters, settings, and/or specific events  Compare and contrast characters, settings, and/or specific events drawing on specific details for the text through   * Compare and contrast two or more characters in a story or drama, using specific details in the text about the character’s thoughts, words, actions, decisions, physical attributes, or interactions with others * Compare and contrast two or more settings in a story or drama, using specific details in the text about the time or place * Compare and contrast two or more events in a story or drama, using specific details in the text about the event’s characters, action, or impact on other events in the sequence of the story or drama   Know compare means to identify similarities between two or more ideas  Know contrast means to identify differences between two or more ideas  Know characters can be compared and contrasted based on their thoughts, words, actions, decisions, physical attributes, and interactions with others  Know settings can be compared based on time and place  Know events can be compared and contrasted based on the characters, action, or impact on other events in a story or drama |
| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.5.4](http://www.corestandards.org/ELA-Literacy/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. | Figurative Language  Vocabulary in Context  Word Choice | Determine the meaning of a words or phase used within a text by using context clues, references, etc.  Use metaphors, similes, and idioms in their writing  Know figurative language is words or phrases in which the meaning is not the literal meanings of the words, but is a different meaning implied by them  Know metaphors and similes are examples of figurative language  Know metaphors are comparisons of two different things that are alike in one important way without using “like” or “as”  Know similes are comparisons of two different things that are alike in one important way using the words “like” or “as”  Determine the meaning of words and phrases as they are used in text by using reading strategies such as context clues  Identify examples of figurative language and determine what they mean  Distinguish between literal meanings and figurative meanings |
| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.5.5](http://www.corestandards.org/ELA-Literacy/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. | Text Structure  Text Organization | Know text is divided into components which express ideas and events  Explain how the components of poems, drama and prose play a role in the overall structure of a text  Describe the effect created by an author’s use of a particular structure |
| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RL.5.6](http://www.corestandards.org/ELA-Literacy/RL/5/6/) Describe how a narrator’s or speaker’s point of view influences how events are described. | Point of View | Explain and identify the author’s point of view  Explain and give examples of how the author’s point of view influences how events are described  Know the narrator/speaker in a story tells events from his or her points of view  Know events may be described differently depending on the point of view from which a story is being told  Know a narrator or speaks can influence how events are described based on their feelings about the events  Describe the narrator’s or speaker’s point of view  Identify details from a text which illustrate how the narrator’s/speaker’s point of view influences how events are described  Explain how events may be described differently using another point of view |
| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.5.7](http://www.corestandards.org/ELA-Literacy/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). | Media  Analyze/Analysis  Multiple Sources  Making Connections | Explain the contributions of illustrations and multimedia elements to a story  Know multimedia elements include text, graphics, sound, video and animation  Identify visual and multimedia elements in a text  Identify types of text such as graphic novels, multimedia presentations of fiction, folktales, myths and poems  Identify the meaning, tone and beauty of a text  Analyze visual and multimedia elements in a text  Make connections between visual/multimedia elements and text  Determine how visual and multimedia elements influence the meaning, tone or beauty of a text |
| 8 | * **(RL.5.8 not applicable to literature)** |  |  |
| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RL.5.9](http://www.corestandards.org/ELA-Literacy/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. | Evaluate  Compare/Contrast  Author’s Purpose  Elements of Literature | Chart and evaluate themes used within a genre  Know that story elements include characters, setting and plot  Know that genre is writing that has a particular form, content or technique  Know that authors reveal the theme of a story by emphasizing a recurrent message through characters and events in a story  Identify the theme of a story  Identify the character’s actions and events that are emphasized by an author to reveal the theme or topic of a story  Evaluate the similarities and differences (of themes and topics) to determine what approach the author or characters took  Compare the approaches taken by the authors in related to themes and topic within the comparable text  Contrast the approaches taken by the authors in relation to themes and topics within the comparable texts  Compare and contrast an author’s approach to theme and topic in stories with the same genre |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RL.5.10](http://www.corestandards.org/ELA-Literacy/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. | Comprehension  Fluency  Genre  Sub-Genre | Read independently and proficiently text at a 4-5 grade level |

**CCSS ELA – Reading: Informational Text**

Unpacking the Standards – Grade 5

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Explicit Information  Implicit Information  Summarize  Quote  Textual Evidence | Explain the explicit meaning of a text   * Know explicit information is stated directly in informational text   Quote accurately from a text   * Know a quote is a word, phrase, sentence or paragraph taken directly from informational text * Justify the choice of a quote and how it supports an explanation of informational text   Draw inferences from a text   * Know an inference is a logical assumption based on details and examples from informational text * Draw inferences from informational text, citing evidence from the text and incorporating a relevant quote   Summarize what informational text says, citing evidence from the text and incorporating a relevant quote   * Paraphrase information from text |
| 2 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | Key Details  Summary/Summarize  Main Idea/Topic  Analyze/Analysis | Use details from the text to determine two or more main ideas   * Know the main idea of a text is the central thought or the point the author is trying to make * Know the main idea of a text is often explicitly stated in a topic sentence * Know key details from the text may contain more than one main idea * Know informational text may contain more than one main idea   Know a summary contains only the most important details of the text   * Use details and the main idea to provide a summary of the text   Determine when a text has two or more main ideas  Identify all the main ideas or points the author is trying to make  Identify key details from the text and explain how they support each of the identified main ideas |
| 3 | * **Key Ideas and Details:** [CCSS.ELA-Literacy.RI.5.3](http://www.corestandards.org/ELA-Literacy/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. | Textual Elements  Transition Words | Explain relationships between individuals, events, ideas, or concepts  Identify key individuals, events, ideas or concepts in an information text  Know an interaction is when two or more things act on one another or have an effect on one another   * Explain the relationships between two or more individuals, events, ideas, or concepts in an informational text * Use specific information from the text to support an explanation of the relationships and interactions between two or more individuals, events, ideas or concepts in historical, scientific or technical text   Know descriptions of textual elements (individuals, events, ideas or concepts) must be based on specific information in the text  Know transitions words and phrases signal relationships between pieces of informational text   * Identify transitions words to find information about relationships or interactions between pieces of informational text   Know the textual elements in one part of a text can affect or help explain elements in another part of the text |
| 4 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. | Context Clues  Vocabulary in Context  Word Choice | Use context clues from the text to determine content specific terms and phrases  Know cause and effect relationships and comparisons in text are types of context clues   * Use cause and effect relationships in text to determine the meaning of an unknown word   Know the meaning of an unfamiliar word may be signaled by a cause/effect relationship between ideas  Know key words may signal a comparison with an unfamiliar word   * Use comparisons in text to determine the meaning of an unknown word   Identify key words in text that may provide clues as to the meaning of an unknown word  Use common grade-appropriate Greek and Latin affixes and roots to determine the meaning of unknown words  Use a glossary, dictionary, or thesaurus to determine the meaning of unknown words in text |
| 5 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.5.5](http://www.corestandards.org/ELA-Literacy/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. | Chronology  Text Structure  Text Organization | Know that chronology, comparison, cause/effect, problem/solution and description are examples of text structure formats  Know common signal words and transition words that indicate text structures  Know text structure contributes to the development of events, ideas, concepts and information within a text  Identify signal words in an informational text  Identify the overall structure of two or more texts   * Describe the similarities and differences in the development of events, ideas, concepts and information in two or more texts |
| 6 | * **Craft and Structure:** [CCSS.ELA-Literacy.RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | Author’s Purpose  Author’s Perspective  Point of View | Know an event or topic can be described in various ways by different authors  Know an author’s account of an event or topic is influences by his or her point of view  Know multiple accounts of the same event or topic can share similarities and differences based on each author’s personal point of view  Analyze the different points of view used in multiple accounts of the same event or topic  Note similarities and differences between multiple account of the same event or topic  Explain how an author’s point of view affects their account of an event or topic |
| 7 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.5.7](http://www.corestandards.org/ELA-Literacy/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. | Multiple Resources  Format  Ask/Answer Questions  Problem/Solution | Locate informational text in print and digital formats  Know strategies to locate answers to questions  Know strategies to solve problems  Identify information from multiple sources  Analyze information for answers to questions or problems  Determine the most effective and efficient method for answering a question  Determine the most effective and efficient method for solving a problem  Demonstrate the ability to answer a question quickly  Demonstrate the ability to solve a problem efficiently |
| 8 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.5.8](http://www.corestandards.org/ELA-Literacy/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). | Textual Evidence  Topic  Argument  Point | Identify particular points in a text  Know reasons are used to support particular points in a text  Know evidences are used to support particular points in a text  Identify which reasons support particular points in a text   * Identify which evidence supports particular points in a text * Evaluate and explain the connection between reasons and particular points in a text * Evaluate and explain the connection between evidence and particular points in a text |
| 9 | * **Integration of Knowledge and Ideas:** [CCSS.ELA-Literacy.RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | Integrate  Multiple Sources | Use multiple sources to write and speak about a subject  Know that information on a topic could come from more than one source  Identify and gather key and relevant details/information from several texts (sources) on the same topic  Categorize key and relevant details/information from several texts (sources) on the same topic  Combine and organize key and relevant details/information from several texts (sources) in a logical manner  Speak knowledgeably about a topic integrating information gathered from several texts (sources) on the same topic  Compose a piece of writing integrating information from several texts (sources) on the same topic |
| 10 | **Range of Reading and Level of Text Complexity:** [CCSS.ELA-Literacy.RI.5.10](http://www.corestandards.org/ELA-Literacy/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. | Comprehension  Fluency  Genre  Sub-Genre | read independently and proficiently text at a 4-5 grade level |

**CCSS ELA – Foundational Skills**

Unpacking the Standards – Grade 5

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| **Number** | **STANDARD and CCR Category** | **CONCEPTS**  **Students will know…** | **SKILLS**  **Students will be able to…** |
| 1 | * **Phonics and Word Recognition:** * [CCSS.ELA-Literacy.RF.5.3](http://www.corestandards.org/ELA-Literacy/RF/5/3/) Know and apply grade-level phonics and word analysis skills in decoding words. * [CCSS.ELA-Literacy.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/) 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. | Affixes  Base Words  Correspondences  Syllable  Root Words | Know letter-sound correspondence   * Use knowledge of phonics and word structure to read unfamiliar multisyllabic words   Know the six syllable types  Know syllable division patterns   * Read unfamiliar multisyllabic words with accuracy   Recognize root/base words  Recognize affixes in words |
| 2 | * **Key Ideas and Details:** * [CCSS.ELA-Literacy.RF.5.4](http://www.corestandards.org/ELA-Literacy/RF/5/4/) Read with sufficient accuracy and fluency to support comprehension. * [CCSS.ELA-Literacy.RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/) Read grade-level text with purpose and understanding. * [CCSS.ELA-Literacy.RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * [CCSS.ELA-Literacy.RF.5.4c](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | * Print Concepts * Purpose * Fluency * Expression * Structure/Organization * Decode * Context Clues | 5.4a   * Know that print has a message * Know there are different reasons for reading * Determine a purpose for reading * Orally read grade-level text for a specific purpose * Tell or explain about what is read   5.4b   * Know fluency includes reading with few or no errors * Know fluency includes reading at an appropriate rate * Know fluency includes reading with expression * Know fluency improves with repeated readings * Know automaticity means reading words quickly and easily * Know the structure and organization of prose * Know the structure and organization of poetry * Know reading poetry may require reading with rhythm * Know reading poetry has an emphasis on phrasing * Adjust rate of reading to match the purpose * Determine appropriate phrasing when reading poetry * Read orally prose and poetry with automaticity (accuracy and rate) * Read orally prose and poetry with expression   5.4c   * Know strategies for decoding words * Know rereading can improve understanding * Use context to confirm or change the pronunciation of a word * Use context to confirm what I have read makes sense * Reread if something does not make sense * Make changes to improve my understanding after rereading * Make corrections while reading orally |