**Grade 5 Reading Standards 2017**

**Grade 5 Reading Standards for Literature [RL]**

**Key Ideas and Details**

**1.** Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

**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 a text.

***For example, students explore the theme “Heroism demands courage and taking risks” in traditional tales such as* The Merry Adventures of Robin Hood *by Howard Pyle and modern novels such as Bud, Not Buddy by Christopher Paul Curtis.***

**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).

**Craft and Structure**

**4.** Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**6.** Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama.

**Integration of Knowledge and Ideas**

**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).

**8.** (Not applicable. For expectations regarding themes in literary texts, see RL.2.)

**9.** Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.

**Range of Reading and Level of Text Complexity**

**10.** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5. (See more on qualitative and quantitative dimensions of text complexity.)

**Grade 5 Reading Standards for Informational Text [RI]**

**Key Ideas and Details**

**1.** Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)

**2.** Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.

**3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.

***For example, in a social studies unit, students examine the expedition of Lewis and Clark. They analyze primary and secondary sources to determine the historical importance of the journey of the Corps of Discovery, and to build understanding that there can be multiple perspectives on historical events. (RI.5.3, RI.5.6, RI.5.7)***

**Craft and Structure**

**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*. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

**5.** Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.

**6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.

**Integration of Knowledge and Ideas**

**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.

**Range of Reading and Level of Text Complexity**

**10.** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5. (See more on qualitative and quantitative dimensions of text complexity).

**Grade 5 Writing Standards [W]**

**Text Types and Purposes**

**1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**a.** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer’s purpose.

**b.** Provide logically ordered reasons that are supported by facts and details.

**c.** Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

**d.** Provide a concluding statement or section related to the opinion presented.

***Should a dog be allowed to run free or always be on a leash in a public park? A fifth grader considers the rewards and hazards of free-ranging dogs in “Be Careful When You Let Your Dog Off Leash,” skillfully using details and anecdotes***

**2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**a.** Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**c.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

**d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**e.** Provide a concluding statement or section related to the information or explanation presented.

**3.** Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

**a.** Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.

**b.** Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.

**c.** Use a variety of transitional words, phrases, and clauses to manage sequence.

**d.** Use concrete words and phrases and sensory details to convey experiences or events precisely.

**e.** Provide a sense of closure appropriate to the narrated experiences or events.

**f.** For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)

**g.** For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

**Production and Distribution of Writing**

**4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

**5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**a.** Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).

**b.** Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).

***Connections to the Standards for Mathematical Practice***

*6. Attend to precision.* Massachusetts Curriculum Framework for English Language Arts and Literacy 69

**6.** Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**Research to Build and Present Knowledge**

**7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**9.** Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.

**Range of Writing**

**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.