**Reading Standards – 5th Grade**

What am I REALLY grading on the report card?

Fifth Grade CCLS

**Reading (BLUE = Literature Green = Informational)**

*Key Ideas and Details*

* Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
* 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.
* 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)
* Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
* Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
* Explore 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.

*Craft and Structure*

* Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
* Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
* Describe how a narrator’s or speaker’s point of view influences how events are described.

1. Recognize and describe how an author’s background and culture affect his or her perspective.

* Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
* Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
* Analyze multiple accounts of the same events or topic, noting important similarities and differences in the point of view they represent.

*Integration of Knowledge and Ideas*

* Analyze how visual in multimedia elements contribute to the meaning, tone, or beauty of text (e.g. Graphic novel, multimedia presentation of fiction, folktale, myth, poem).
* Compare and contrast stories of the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.
* Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently.
* Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
* Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
* 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.

*Responding to Literature*

* Make connections between self, text and the world around them (text, media, social interaction).
* Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.

a. Self-select text to develop personal preferences regarding favorite authors.

b. Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.

*Range of Reading and Level of Text Complexity*

* 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.