

5TH GRADE INFORMATIONAL STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

<p>Anchor Standard/ Domain Name: Reading: Informational <u>Key Ideas and Details R.1:</u> 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.</p>	
<p>Standard Text: RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • explain what the text says explicitly. • draw inferences from the text’s direct meaning. • quote accurately from the text to support the explanation and inference. • refer to details to explain information in a text. • use details to help generate inferences.
<p>Vertical Alignment to Previous Grades: RI. K.1, 1.1, 2.1, 3.1, 4.1</p> <p>Vertical Alignment to Future Grades: RI. 6.1, 7.1, 8.1</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students quote correctly from the text to support their explanations of what the text clearly states, as well as the conclusions they have made. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • explicit, explicitly – stated clearly and directly, leaving no room for confusion or interpretation • inference – a conclusion derived from logical reasoning following an investigation of available evidence
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Key Ideas and Details R.2:</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p>Standard 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.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • determine two or more main ideas of a text. • determine the main purpose of a paragraph or section of a text. • use key text evidence to support the main ideas of a text. • summarize the text using the main idea(s) and key detail(s)
<p>Vertical Alignment to Previous Grades: RI.K.2, 1.2, 3.2, 4.2,</p> <p>Vertical Alignment to Future Grades: RI. 6.2, 7.2, 8.2</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students establish two or more main ideas of a text and point out how they are strengthened through key details. Students provide a summary of the text using key details. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • event – a thing that happens; an occurrence • key details – specific and important parts of the text that provide information, support, and elaboration • main idea(s)/topic – the primary or main topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meanings • summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account

<p>Anchor Standard/ Domain Name: Reading: Informational Key Ideas and Details R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p>Standard 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.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • read and comprehend historical, scientific, and technical texts. • use text evidence to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in these texts. • compare and contrast concepts in a text.
<p>Vertical Alignment to Previous Grades: RI. K.3, 1.3. 2.3, 3.3, 4.3</p> <p>Vertical Alignment to Future Grades: RI. 6.3, 7.3, 8.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students use the details in a historical, scientific, or technical text to explain how two or more people, events, ideas, or concepts are related or interact with one another. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • historical text – literary text, informational text, or media that builds the knowledge of a reader around historical events • scientific text – literary text, informational text, or media that builds the knowledge of a reader around scientific findings • technical text – informational text or media that teaches the reader how to do something or how something works

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	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.
Task:	<p>From <i>Cognia</i>:</p> <p><i>Compare the experience of driving a dogsled on the route of the Iditarod today to that of the mushers who brought serum to Nome. Explain how the difficulties have changed or stayed the same. Use information from both passages to support your answer.</i></p> <p>The response may include, but is not limited to the following:</p> <p><i>Similarities</i></p> <ul style="list-style-type: none"> • driver had to contend with darkness, little daylight • dangerous weather conditions – freezing cold, “bitter wind,” blinding snow • dangerous trail conditions – icy, ravines, blizzards • long, isolated journey • humans and dogs need supplies and protection from icy conditions <p><i>Differences</i></p> <ul style="list-style-type: none"> • in the past race, drivers did the race in a relay, now each driver must run the whole race by themselves • the original journey was 674 miles long (because the first part was done by train), now the race is 1,100 miles long

	<ul style="list-style-type: none"> • in the past, the drivers did not receive any help, now lots of people help to prepare for the race and make sure the drivers and dogs are ready • in the past, drivers would have had to carry their supplies, now supplies are airlifted in to checkpoints along the trail • in the past, the race had to be organized ahead of time by telegraph, now there would be lots of different ways for the drivers and organizers to communicate • trail is now wider and better maintained than it was in the past
DOK and Blooms	3, Synthesize
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can compare and contrast evidence from both texts to support a claim. (Argue-Writing-Expanding)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may draw from evidence in one text. • Students may only provide evidence to support a claim about similarities instead of differences, or vice-versa. • Students may retell or summarize each story without specifically naming similarities and differences.

5TH GRADE INFORMATIONAL STANDARDS BREAKDOWN : CRAFT AND STRUCTURE

<p>Anchor Standard/ Domain Name: <u>Craft and Structure R.4:</u> 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.</p>	
<p>Standard Text: 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.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • locate academic and domain specific words and phrases in a text. • determine the meaning of words and phrases in grade 5 topic and subject areas.
<p>Vertical Alignment to Previous Grades: RI K.4, 1.4, 2.4, 3.4, 4.4</p> <p>Vertical Alignment to Future Grades: RI 6.4, 7.4, 8.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students examine the text to figure out the meaning of words and phrases appropriate to fifth grade topics and subject areas, using the context to inform their thinking. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • domain – specific vocabulary/words/phrases–Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation • general academic – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) • topic – the subject or matter being discussed or written about in a text, speech, etc.
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Craft and Structure R.5:</u> 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.</p>	
Standard Text:	Students Who Demonstrate Understanding Can:

<p>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.</p>	<ul style="list-style-type: none"> • compare and contrast text structures across two or more texts. • compare and contrast events, ideas, and information across two or more texts.
<p>Vertical Alignment to Previous Grades: RI. K.5, 1.5, 2.5, 3.5, 4.5</p> <p>Vertical Alignment to Future Grades: RI. 6.5, 7.5, 8.5</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students identify the similarities and differences in the general structure of events, ideas, concepts, or information in two or more texts including chronology, comparison, cause/effect, and problem/solution. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar • event – a thing that happens; an occurrence • chronology – the arrangement of dates or events in order of their occurrence
<p>Anchor Standard/ Domain Name: <u>Craft and Structure R.6: Assess how point of view or purpose shapes the content and style of a text.</u></p>	
<p>Standard 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.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • read two accounts of the same event or topic. • determine the points of view in these accounts. • compare and contrast points of view across accounts of the same event or topic.
<p>Vertical Alignment to Previous Grades: RI. K.6, 1.6, 2.6, 3.6, 4.6</p> <p>Vertical Alignment to Future Grades: RI 6.6, 7.6, 8.6</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students examine two or more accounts of the same event or topic. Students compare and contrast the points of view represented. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument • topic – the subject or matter being discussed or written about in a text, speech, etc.

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Task:	<p><i>From: Cogna</i></p> <p>"Living with Dust Storms" describes events in the author's life during the Dust Bowl. Write a journal entry of the same events from the point of view of the author's father. Use specific details from the article to write your account.</p> <ul style="list-style-type: none"> • Be sure to write an introduction and a conclusion. • Be sure to organize your writing around a main idea. • Be sure to organize the events in the order they happen in the article. <p>Response may include but is not limited to:</p> <ul style="list-style-type: none"> • The student describes, in a logical sequence that is based on the events in the original article, how the father feels, what the father thinks, and how the father acts. (logical sequence/narrator/point of view) • The student may draw on the author's description of the first event in the article, traveling to Texoma in 1933, and provide similar impressions about the "low dust blowing off of the fields" from the father's point of view. (specific details) • The student may describe preparations for dust storms mentioned in paragraph 1: "our parents had to turn the plates upside-down on the tables and cover 'em with a sheet." The student may indicate the father's concern for the safety of his family during the storm. (specific details) • The student may describe the father's actions in paragraph 2 as he "took the hoe and ax and a scoop to the cellar." The student may also describe the father's likely fear and anxiety as the family sat in the dirt-covered cellar. (specific description) • The student may describe the father's helpful role in the roof's collapse in paragraph 3. The student may include actual dialogue from the article, such as "'Grab that kid, Mom,'" to emphasize the father's leadership. (specific details/description)
DOK and Blooms	3, Analyze
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can summarize the account from the point of view of the father (Recount, Writing, Reaching)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may fail to state a claim/ main idea. • Students may write an account that is from the incorrect point of view. • Students may select details that do not reflect the sequential order of the text.

5TH GRADE INFORMATIONAL STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS	
Anchor Standard/ Domain Name: Reading: Informational	
<u>Integration of Knowledge and Ideas R.7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
Standard 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.	Students Who Demonstrate Understanding Can: <ul style="list-style-type: none"> • select information from multiple print or digital sources. • ask questions and locate answers in the text. • solve problems efficiently and communicate solutions using information located in a text.

<p>Vertical Alignment to Previous Grades: RI.K.7, 1.7, 2.7, 3.7, 4.7</p> <p>Vertical Alignment to Future Grades: RI 6.7, 7.7 8.7</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students use information from several print or digital sources to answer a question or solve a problem and communicate a solution completely. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> digital sources – refers to sources that present information through digital media, such as digital databases, online articles, websites, informational videos, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Integration of Knowledge and Ideas R.8:</u> 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>Standard Text: 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).</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> determine the author’s central idea, point or argument in a text. trace the author’s argument or point in the text using reasons and evidence. explain how the author uses reasons/ evidence to support a point in the text. connect reasons and evidence to points/ arguments.
<p>Vertical Alignment to Previous Grades: RI K.8, 1.8, 2.8, 3.8, 4.8</p> <p>Vertical Alignment to Future Grades: RI 6.8, 7.8, 8.8</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students explain how the author supports specific points in a text by using reasons and evidence. Students recognize which reasons and evidence support which points. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement. reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic claims – state or assert that something is the case, typically without providing evidence or proof
<p>Anchor Standard/ Domain Name: Reading: Informational <u>Integration of Knowledge and Ideas R.9:</u> 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>	
<p>Standard Text: RI. 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> gather relevant information from multiple texts on the same topic. integrate/ synthesize this information. write or speak about the topic knowledgeably using evidence gained from the texts.

<p>Vertical Alignment to Previous Grades: RI K.9, 1.9, 2.9, 3.9, 4.9</p> <p>Vertical Alignment to Future Grades: RI 6.9, 7.9, 8.9</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students combine information from multiple texts on the same topic when writing or speaking to demonstrate knowledge of the topic. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> topic – the subject or matter being discussed or written about in a text, speech, etc. integrate – combine (one thing) with another so that they become a whole synthesize – combine ideas and thoughts to create new understandings that can be applied to the world around you
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Task:	<p>From: <i>Cognia</i></p> <p>Both articles include information about what meteorologists do. Write a thorough job description for a meteorologist using information from both articles.</p> <ul style="list-style-type: none"> Be sure to describe the different jobs the meteorologist would expect to do. Be sure to include the types of tools and equipment the meteorologist would expect to work with. Use evidence from both articles in your response. <p>Exemplar Student Response Will Include:</p> <p>Meteorologists are scientists who study weather. (main idea)</p> <ul style="list-style-type: none"> Meteorologists study different areas of weather to learn and predict future weather. (main idea) Meteorologists study “temperature changes, air pressure, clouds, moisture, and wind” within Earth’s atmosphere. (factual evidence) Some meteorologists may work as weather forecasters and be on television. (supporting detail) <p>These weather reporters have to learn and use green screens. (evidence and support)</p> <ul style="list-style-type: none"> Meteorologists collect information about weather and study patterns in order to make predictions. (supporting detail) Meteorologists use tools and technology, including rain gauges, barometers, radar, computer programs, and satellites, to do their job. (factual evidence)
DOK and Blooms	3, Synthesize
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> Students can identify relevant pieces of evidence in the text to write a job description (Argue, Reading, Developing) Students can draw on different pieces of text evidence as support for claims in the creation of the job description (Argue, Reading, Reaching)

<p>Possible Misconceptions:</p>	<ul style="list-style-type: none"> • Students may not cite from both texts to write their job description. • Students may miss key details about what it means to be a meteorologist. • Students may include things the meteorologist did in each story, rather than creating a job description.
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<p style="text-align: center;">5TH GRADE INFORMATIONAL STANDARDS BREAKDOWN: RANGE OF READING AND TEXT COMPLEXITY</p>	
<p>Anchor Standard/ Domain Name: Reading: Informational Range of Reading Level and Text Complexity R.10: Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard 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.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • read and comprehend informational texts from multiple disciplines such as history/ social studies, science, and technical texts. • read with appropriate stamina independently. • read texts of appropriate Lexile levels (740-1010).
<p>Vertical Alignment to Previous Grades: RI K.10, 1.10, 2.10, 3.10, 4.10</p> <p>Vertical Alignment to Future Grades: RI 6.10, 7.10, 8.10</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • By the end of grade 5, students competently read and understand informational texts on the high end of the 4-5 text complexity band (Lexile: 740-1010). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • <u>independently</u> – on one’s own, without aid from another (such as a teacher) informational text—a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc. • <u>proficient/ proficient</u> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success • <u>text complexity band</u> – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)