

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the literature strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED
- Sample aligned [assessment items](#)
- Companion resources guides that address:
  - [Planning Literacy Instruction with MLSS Guide](#)
  - [Choosing a Complex Text](#)
  - [Text Dependent Questions with Complex Texts](#)
  - [Vocabulary Instruction with Complex Texts](#)
  - [Speaking, Listening, and Writing](#)
  - [Differentiating Support for All Learners](#)
  - [Cross-Curricular Connections with Literacy](#)
  - [Cultural and Linguistic Responsiveness in Literacy](#)

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

## STANDARDS BREAKDOWN

<ul style="list-style-type: none"> <li>● <b>Key Ideas and Details</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RL.5.1</a></li> <li>○ <a href="#">CCSS.RL.5.2</a></li> <li>○ <a href="#">CCSS.RL.5.3</a></li> <li>○ <a href="#">NMSS.5.a</a></li> <li>○ <a href="#">NMSS.5.b</a></li> </ul> </li> <li>● <b>Craft and Structure</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RL.5.4</a></li> <li>○ <a href="#">CCSS.RL.5.5</a></li> <li>○ <a href="#">CCSS.RL.5.6</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Integration of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RL.5.7</a></li> <li>○ CCSS.RL.8 (not applicable to Literature)</li> <li>○ <a href="#">CCSS.RL.5.9</a></li> </ul> </li> <li>● <b>Range of Reading Level and Text Complexity</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RL.5.10</a></li> </ul> </li> </ul>
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RL.5.1				
	<b>Anchor Standard: Key Ideas and Details</b> <i>R.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.</i>			
Grade	CCSS Domain	CCSS Strand		
5	Reading: Literature (RL)	Key Ideas and Details		
<b>Standard</b>		<b>Vertical Alignment</b>		
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences (conclusions) from the text.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> RL. K.1, 1.1, 2.1, 3.1, 4.1</td> <td style="padding: 5px;"><i>Future Grades:</i> RL. 6.1, 7.1, 8.1</td> </tr> </table>	<i>Previous Grades:</i> RL. K.1, 1.1, 2.1, 3.1, 4.1	<i>Future Grades:</i> RL. 6.1, 7.1, 8.1
<i>Previous Grades:</i> RL. K.1, 1.1, 2.1, 3.1, 4.1	<i>Future Grades:</i> RL. 6.1, 7.1, 8.1			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students quote from the text to support their explanations about what the text states as well as the conclusions they have made from the text.		<ul style="list-style-type: none"> <li><b>explicit, explicitly:</b> stated clearly and directly, leaving no room for confusion or interpretation</li> <li><b>inference:</b> a conclusion derived from logical reasoning following an investigation of available evidence</li> <li><b>claim:</b> an assertion of the truth of something, typically one that is disputed or in doubt</li> <li><b>conclusion:</b> a judgment or decision reached by reasoning</li> <li><b>text evidence:</b> relevant quote from the text that supports a claim or inference</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>use a quote from the text that is relevant to the support of a claim or conclusion about what the text says.</li> <li>use a quote from the text that is relevant to support an inference drawn from the text.</li> </ul>				

RL.5.2		
	<b>Anchor Standard: Key Ideas and Details</b> <i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
Grade	CCSS Domain	CCSS Strand
5	Reading: Literature (RL)	Key Ideas and Details
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> RL. K.2, 1.2, 2.2, 3.2,4.2	<i>Future Grades:</i> RL. 6.2, 7.2, 8.2
Clarification Statement	Vocabulary for Teacher Development	
Students infer the theme of a story, drama, or poem by carefully examining key details. Students consider how the characters in a story or a drama react to conflicts, obstacles, and other challenges. Students also consider what a poem’s speaker thinks about the subject. Students provide a summary of the text by using key details.	<ul style="list-style-type: none"> <li>● <b>drama:</b> a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue; can be referred to as a play 4</li> <li>● <b>poem:</b> a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</li> <li>● <b>summary/summarize:</b> a brief statement of the main points of a larger work or text; the act of providing such a statement or account</li> <li>● <b>theme:</b> the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1- 3, theme is often referred to as central message</li> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> <li>● <b>claim:</b> an assertion of the truth of something, typically one that is disputed or in doubt</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● use details (such as how the character responds to a problem in the story/ drama, how a speaker reflects upon a topic in a poem) to make a claim about the theme in a story, drama, or poem.</li> </ul>		

RL.5.3		
	<b>Anchor Standard: Key Ideas and Details</b> <i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i>	
Grade	CCSS Domain	CCSS Strand
5	Reading: Literature (RL)	Key Ideas and Details
<b>Standard</b>	<b>Vertical Alignment</b>	
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).	<i>Previous Grades:</i> RL K.3, 1.3, 2.3, 3.3, 4.3	<i>Future Grades:</i> RL 6.3, 7.3, 8.3
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students compare and contrast two or more characters, settings, or events in a story or drama using specific details. For example, students consider how characters interact with one another, or how two settings influence the events. Students also consider character traits or responses to events.	<ul style="list-style-type: none"> <li>● <b>compare:</b> 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</li> <li>● <b>contrast:</b> the state of being strikingly different from something else in juxtaposition or close association</li> <li>● <b>drama:</b> a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue; can be referred to as a play</li> <li>● <b>event:</b> a thing that happens; an occurrence</li> <li>● <b>setting:</b> the time and place of the action in a book, play, story, etc. 5</li> <li>● <b>text evidence:</b> relevant quote from the text that supports a claim or inference</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● read a story or drama with several characters, settings, and events.</li> <li>● provide a comparison and contrast of two or more characters in a story or drama (how the characters interact, how the characters problem solves, etc.).</li> <li>● provide a comparison and contrast of two or more settings in a story or drama, drawing on specific details in a text.</li> </ul>		

- provide a comparison and contrast of two or more events in a story or drama, drawing on specific details in the text.
- use text evidence to compare and contrast characters, settings, events within a text

5.a		
Grade	NMSS Domain	
5	Reading: Literature (RL)	
Standard	Vertical Alignment	
Grade 5 students will develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition;	<i>Previous Grades:</i> 2.b, 3.a, 4.a	<i>Future Grades:</i>
Clarification Statement	Vocabulary for Teacher Development	
Students will read literature and use video clips, photographs, podcasts, audiobooks, websites, and other forms of media to learn about people, cultures, and societies and explore their own identities. They will also study oral tradition to explore their identity. This standard should encourage the inclusion of culturally and linguistically relevant material in the classroom.	<ul style="list-style-type: none"> <li>● <b>self-identity:</b> the recognition of one's potential and qualities as an individual (inclusive of ethnicity, gender, orientation, religion, language, disabilities, and age culture, as well as other aspects of identity.) especially in relation to social context.</li> <li>● <b>culture:</b> the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.</li> <li>● <b>media:</b> a form of digitized information</li> <li>● <b>oral tradition:</b> a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another</li> <li>● <b>cultural and linguistic relevance:</b> the validation and affirmation of students' home culture and language; prior experiences, frames of reference, and performance styles of culturally and ethnically diverse students to encourages students to relate to the lesson (course) content to his or her cultural context and make learning more effective for students</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● learn about cultures, societies, and people through literature, media, and oral tradition.</li> <li>● connect literature, media, and oral tradition to explore self-identity.</li> </ul>		

5.b		
Grade	NMSS Domain	
5	Reading: Literature (RL)	
Standard	Vertical Alignment	
Grade 5 students will understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective	<i>Previous Grades:</i> 3.b, 4.b	<i>Future Grades:</i>
Clarification Statement	Vocabulary for Teacher Development	
Students will gain exposure to oral tribal history and understand its significance as a historical perspective. Students will be able to articulate the difference between oral tribal history and the literature genres myth, fable, and folktale	<ul style="list-style-type: none"> <li>● <b>oral tradition:</b> a form of human communication inclusive of oracy wherein knowledge of art, ideas, beliefs, and culture is received, preserved and transmitted through speech from one generation to another</li> <li>● <b>oral tribal history:</b> a form of historical record passed down through oral tradition from one generation to another</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● identify the features of oral tribal history.</li> <li>● read and comprehend oral tribal history as a historical perspective.</li> <li>● differentiate oral tribal history from a myth, fable, or folktale.</li> </ul>		

RL.5.4		
	<b>Anchor Standard: Craft and Structure</b> <i>R.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 or tone.</i>	
Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Literature (RL)</b>	<b>Craft and Structure</b>
<b>Standard</b>	<b>Vertical Alignment</b>	
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<i>Previous Grades:</i> RL. K.4, 1.4, 2.4, 3.4, 4.4	<i>Future Grades:</i> RL. 6.4, 7.4, 8.4
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They identify words that add to the meaning and tone of the text.	<ul style="list-style-type: none"> <li>● <b>phrase(s):</b> a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”)</li> <li>● <b>tone:</b> the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view</li> <li>● <b>connotation:</b> an idea or feeling that a word invokes in addition to its literal or primary meaning</li> <li>● <b>technical:</b> meanings of words used in specific areas or fields. These words are used to describe the meanings of specific things</li> <li>● <b>figurative:</b> departing from a literal use of words; metaphorical</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● demonstrate an understanding of the meaning of figurative language such as tone, metaphors and similes and/or other forms that the author uses in the text.</li> <li>● determine the meaning of unknown words in context by using questioning, inferencing, rereading, etc.</li> </ul>		

RL.5.5				
	<b>Anchor Standard: Craft and Structure</b>			
	<i>R.5: 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.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>5</b>	<b>Reading: Literature (RL)</b>	<b>Craft and Structure</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		<table border="1"> <tr> <td><i>Previous Grades:</i> RL. K.5, 1.5, 2.5, 3.5, .4.5</td> <td><i>Future Grades:</i> RL. 6.5, 7.5, 8.5</td> </tr> </table>	<i>Previous Grades:</i> RL. K.5, 1.5, 2.5, 3.5, .4.5	<i>Future Grades:</i> RL. 6.5, 7.5, 8.5
<i>Previous Grades:</i> RL. K.5, 1.5, 2.5, 3.5, .4.5	<i>Future Grades:</i> RL. 6.5, 7.5, 8.5			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students describe how chapters, scenes, or stanzas fit together to create the overall structure of a story, drama, or poem.		<ul style="list-style-type: none"> <li>● <b>chapter:</b> the main division within a book</li> <li>● <b>drama:</b> a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue</li> <li>● <b>poem:</b> a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules)</li> <li>● <b>stanza:</b> the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● identify significant stanzas, chapters, or scenes in text.</li> <li>● explain how stanzas, chapters, or scenes in a text fit together.</li> <li>● explain how stanzas contribute to a poem.</li> <li>● explain how chapters contribute to a story.</li> <li>● explain how scenes contribute to a drama.</li> </ul>				

RL.5.6		
	<p><b>Anchor Standard: Craft and Structure</b></p> <p><i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i></p>	
Grade	CCSS Domain	CCSS Strand
5	Reading: Literature (RL)	Craft and Structure
Standard	Vertical Alignment	
Describe how a narrator's or speaker's point of view influences how events are described.	<i>Previous Grades:</i> RL. K.6, 1.6, 2.6, 3.6, 4.6	<i>Future Grades:</i> RL. 6.6, 7.6, 8.6
Clarification Statement	Vocabulary for Teacher Development	
Students explain how a narrator/speaker views events in a story and explain how the point of view impacts how events are described	<ul style="list-style-type: none"> <li>● <b>describe, description, descriptive details:</b> to explain something in written or verbal form; the details necessary to give a full and precise account</li> <li>● <b>event:</b> a thing that happens; an occurrence</li> <li>● <b>point of view:</b> the vantage points from which one relates the events of a story or makes an argument. Point of view also includes 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 points from which one relates the events of a story or makes an argument</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● recount the point of view that a story is told from.</li> <li>● determine how point of view influences how events are explained in a story.</li> </ul>		

RL.5.7		
	<b>Anchor Standard: Integration of Knowledge and Ideas</b> <i>R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i>	
Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Literature (RL)</b>	<b>Integration of Knowledge and Ideas</b>
<b>Standard</b>	<b>Vertical Alignment</b>	
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).	<i>Previous Grades:</i> RL. K.7, 1.7, 2.7, 3.7, 4.7	<i>Future Grades:</i> RL. 6.7, 7.7, 8.7
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students examine visual elements (pictures, drawings, cartoons) and multimedia elements (video, audio, interactive images) to understand how these elements add to the meaning, tone, or beauty of a text, such as a graphic novel or multimedia presentation of fiction, folktale, myth or poem.	<ul style="list-style-type: none"> <li>● <b>aesthetics:</b> concerning the nature and appreciation of beauty</li> <li>● <b>analyze:</b> to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>● <b>beauty:</b> a combination of qualities, such as shape, color, or form that pleases the aesthetic senses, especially the sight</li> <li>● <b>tone:</b> the general character or attitude of a place, piece of writing, situation, etc.</li> <li>● <b>meaning:</b> the understanding a reader can apply to their own lives from the text</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● identify visual and multimedia elements in texts such as graphic novels, multimedia presentations, and fiction.</li> <li>● use text evidence in graphic novels, multimedia presentations, and fiction to:               <ol style="list-style-type: none"> <li>1) analyze how the elements (visual, multimedia) contribute to meaning.</li> <li>2) analyze how the elements (visual, multimedia) contribute to tone.</li> <li>3) analyze how elements (visual, multimedia) contribute to the beauty of a text.</li> </ol> </li> </ul>		

RL.5.9		
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b> <i>R.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.</i></p>	
<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
5	Reading: Literature (RL)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<i>Previous Grades:</i> RL. K.9, 1.9, 2.9, 3.9, 4.9	<i>Future Grades:</i> RL. 6.9, 7.9, 8.9
Clarification Statement	Vocabulary for Teacher Development	
Students analyze the similarities and differences in stories of the same genre (e.g., mysteries, adventure stories) focusing on how they explore a variety of themes and topics.	<ul style="list-style-type: none"> <li>● <b>approaches:</b> the particular decisions an author makes when deciding how to present a topic</li> <li>● <b>compare and contrast:</b> 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</li> <li>● <b>genre:</b> a category or type of literature or art characterized by similarities in form, style, and subject</li> <li>● <b>theme:</b> the underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1- 3, theme is often referred to as central message</li> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● compare and contrast themes from stories of the same genre (mysteries, adventure stories).</li> <li>● compare and contrast topics from stories of the same genre (mysteries, adventure stories)..</li> </ul>		

RL.5.10		
	<b>Anchor Standard: Range of Reading Level and Text Complexity</b> <i>R.10: Read and comprehend complex literary and informational texts independently and proficiently.</i>	
Grade	CCSS Domain	CCSS Strand
5	Reading: Literature (RL)	Range of Reading Level and Text Complexity
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i>	<i>Future Grades:</i>
Clarification Statement	Vocabulary for Teacher Development	
By the end of grade 5, students competently read and understand literary 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.	<ul style="list-style-type: none"> <li>● <b>independently:</b> on one’s own, without aid from another (such as a teacher)</li> <li>● <b>proficient/proficiently:</b> 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</li> <li>● <b>text complexity band:</b> 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 13 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</li> <li>● <b>subgenres:</b> a genre that is part of a larger genre</li> </ul>	

**Students Who Demonstrate Understanding Can...**

- read and comprehend literature from multiple different subgenres such as stories, dramas, poetry.
- read with appropriate stamina, prosody, and pacing independently.
- read texts of grade level Lexile levels (740-1010).

## ASSESSMENT GUIDE

- **Constructed Response Assessment Task aligned to RL.5.3**
  - Evidence of Text Complexity and Cultural and Linguistic Responsiveness
  - VABB Analysis with Example Questions and Exemplar Student Responses
  - Example MLSS Universal Supports
- **Constructed Response Assessment Task aligned to RL.5.2**
- **Constructed Response Assessment Task aligned to RL.5.6**
- **Multiple Choice Assessment Items**

Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Literature (RL)</b>	<b>Key Ideas and Details</b>
<b>RL.5.3</b>	<b>Sample Task #1 (Constructed Response)</b>	
	<p>From: <i>Where the Mountain Meets the Moon</i> by Grace Lin  <a href="#">Link to the full text</a></p> <p>Minli's mother and father represent very different characters. Compare and contrast the two and analyze their impact on Minli.</p>	
	<b>Exemplar Student Responses</b>	
	<ul style="list-style-type: none"> <li>● Minli's mother takes on a harsher and more negative role.</li> <li>● She is strict and often pessimistic. Her body language and actions like her audible sighs, often express impatience or disapproval.</li> <li>● She frowns when hearing the stories Minli's father tells believing they are nonsense.</li> <li>● Minli's mother puts the burden of responsibility mainly on Minli's shoulders and makes her feel the true weight of their situation.</li> <li>● Minli's father provides the balance to her mothers' negative personality.</li> <li>● He seems gentle, patient, and kind.</li> <li>● His stories provided a needed distraction to their harsh daily lives in poverty and provide Minli with hope that things will get better.</li> <li>● Her fathers stories keep her from becoming "dull and brown" like the rest of the village.</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 3	Applying

Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> <li>• Students can cite evidence from both the mother and father’s actions, words and thoughts to support their claim. (Argue-Writing-Bridging)</li> <li>• Students will describe the parental actions that impact Minli(Explain- Writing-Bridging)</li> </ul>	<ul style="list-style-type: none"> <li>• Students may not support their analysis of Minli’s mother and father with text evidence.</li> <li>• Students may use less-relevant evidence to support their claim of the impact on Minli.</li> <li>• Students may merely list the characteristic of Minli’s parents without comparing or contrasting them.</li> </ul>

Evidence of Text Complexity and Cultural and Linguistic Responsiveness	
<b>RL.5.3</b>	<p><b><u>Text Summary and evidence of Complexity:</u></b></p> <ul style="list-style-type: none"> <li>• In the poor village of Fruitless Mountain where there is always lots of work to do and little food or time to rest, a young girl named Minli decides to set off on a journey to find a way to improve her family's plight. Lin's story takes you on a magical adventure with a vivid setting and wondrous characters.</li> </ul>
	<p><b><u>Evidence of Cultural and Linguistic Responsiveness:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Who is represented in the text used to assess this cluster of standards?</b> Minli, the main character is Chinese and the story revolves around traditional Chinese folklore.</li> <li>• <b>How are those groups and individuals portrayed?</b> Minli, the female heroine, is portrayed as courageous, resourceful and resilient.</li> <li>• <b>Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?</b> By reading this story we can make connections to local and historical cultural folktales. These can be compared and contrasted to identify key concepts or differences. Questions involving the female heroine's journey can also be used as a cross cultural reference point.</li> <li>• <b>What supports are provided to teachers to identify blind spots?</b> Activating prior knowledge of folktales and/ or oral traditions that students may already be familiar with. Background knowledge of the historical societal structure of ancient China.</li> <li>• <b>How is this text culturally/linguistically responsive?</b> This text is culturally responsive because it's based on traditional Chinese folktales and family dynamics. This can be easily related to local folktales as well as the family dynamic shared by students. The author is Taiwanese-American and used her cultural connection as motivation for this novel.</li> </ul>

VABB Analysis		
<b>RL.5.3</b>	<p><b>Validate</b></p> <p><i>The intentional and purposeful legitimization of the home culture and language of the student.</i></p>	<p><b>Affirm</b></p> <p><i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i></p>
	<p><b>Question:</b> What are some experiences with storytelling (similar to Minli and her father) you or your family have had so far that have been relevant to your life yourself and your identity?</p> <p><b>ESR:</b> Answers may vary, but students may be able to share how they've been told different stories and/or folktales from their elders. Some of these could have involved stories that represent their different cultural backgrounds.</p>	<p><b>Question:</b> Despite the poor living conditions in her village, Minli is able to remain positive. What does this show us about her character?</p> <p><b>ESR:</b> The resilience and positivity shown by Minli throughout the story shows us that she is not only hopeful that her life can change, but also willing to make sacrifices to help improve her situation.</p>
	<p><b>Build</b></p> <p><i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i></p>	<p><b>Bridge</b></p> <p><i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i></p>
	<p><b>Question:</b> What can we learn from Minli's actions and choices throughout the text?</p> <p><b>ESR:</b> From Minli, we can learn that through our own courageous actions and choices it is possible to bring about positive changes in our community. Additionally, we can learn that no matter how difficult our own situations may be, there are always people with more severe problems. Understanding this helps us to be grateful for what we have even if it is not a lot.</p>	<p><b>Question:</b> What is an example of bravery and sacrifice in your own life/ community that has brought about positive change? What was the impact of this example?</p> <p><b>ESR:</b> Answers may vary, but students should be encouraged to think of times they have witnessed examples of bravery and/or sacrifice in their personal lives and/or community. Responses will be elevated by having students identify the impact (personal or community wide) of the example they provided.</p>

**Layer 1: Universal Supports**

*High-quality core instruction for all students*

In New Mexico we believe that all students deserve access to high-quality grade-level texts to show proficiency with reading and comprehension as outlined in the New Mexico standards. These universal supports provide core instruction that allow students to comprehend complex texts by providing access points and opportunities for deep thinking.

1. Pre-teach Tier 2 Vocabulary Words
  - Tier 2 Vocabulary are words that are more likely to appear in text than speech. Pre-teaching these words before diving into a text allows students to better understand the text because their cognitive load can be focused more on comprehension. To learn more, please visit Resource Guide on [Vocabulary Instruction with Complex Texts](#)
  - Choose words that are not implicitly or explicitly defined within the text.
2. Annotate/Create Text-Dependent questions to push student thinking to think about themes and central ideas, knowledge of vocabulary, or syntax and structure following the steps outlined in this resource guide. To learn more, please visit Resource Guide on [Text Dependent Questions with Complex Texts](#)
  - Crafting and using text dependent questions throughout a complex text allows the reader to chunk the text to better focus on meaning. They also teach the reader how to think deeply about a text and use evidence from the text to support that thinking.

**Universal Supports**

*The details listed below apply to the specific text in the bottom-most box and are meant to offer examples of how universal supports can be planned for lessons using an appropriately complex text.*

Tier 2 Vocabulary to Preteach	Text Dependent Question
<p><b>Vocabulary Word:</b> reverence</p> <p><b>Think Aloud:</b> To have reverence towards someone or something means to have a great deal of respect for them/it.</p>	<p><b>Question:</b> When reading the passage, "Those words filled Jade Dragon with anger. Tired of rain! Glad the clouds were gone! Jade Dragon was <b>indignant</b>. How dare the villagers dishonor her that way!" What do you think the author means when she says that Jade Dragon was "indignant"?</p> <p><b>ESR:</b> In the passage, the author describes Jade Dragon feeling anger, and dishonored. I was able to determine that indignant means angry.</p>

**Tier 2 Vocabulary**

Once when there were no rivers on the earth, the Jade Dragon was in charge of clouds. She decided when and where the clouds would rain upon the land and when they would stop. She was very proud of her power and of the **reverence** the people of earth paid her. Jade Dragon had four dragon children: Pearl, Yellow, Long, and Black.  
(chapter 1 page 15)

Where the Mountain Meets the Moon by Grace Lin  
[Link to the full text](#)

**Text Dependent Question**

Those words filled Jade Dragon with anger. Tired of rain! Glad the clouds were gone! Jade Dragon was **indignant**. How dare the villagers dishonor her that way.  
(chapter 1 page 19)

Where the Mountain Meets the Moon by Grace Lin  
[Link to the full text](#)

Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Literature (RL)</b>	<b>Key Ideas and Details</b>
<b>RL.5.2</b>	<b>Sample Task #2 (Constructed Response)</b>	
	<p>From Cogna: Explain a theme of “A Dress for the Moon,” including how the main character responds to the challenges he faces. Provide evidence from the folktale to support your answer.</p>	
	<b>Exemplar Student Responses</b>	
<ul style="list-style-type: none"> <li>● Possible themes for the folktale include variations on “growing through failure/challenges” and “the importance of learning humility,” etc.</li> <li>● The folktale demonstrates the theme through Madan’s attitude and actions. He is a very good tailor, but he is also boastful and proud. (“The more his fame spread, the more proud and boastful Madan became.”) His skill leads him to believe that he can do anything—even make a dress for the moon.</li> <li>● When he announces that he wants to make a dress for the moon, the coconut tree warns Madan that he will not be able to.</li> <li>● But Madan is proud, so he does not heed the tree’s warning. (“The coconut tree tried to say something more, but Madan would not listen.”)</li> <li>● When Madan’s dresses fail to fit the moon, he becomes increasingly frustrated. Finally, he is so disappointed that he begins to cry. In his sadness, he is finally able to hear the tree’s full warning: that the moon changes sizes nightly, so making a dress that fits all the time would be impossible.</li> <li>● After this experience, Madan apologizes to the moon and resolves to become a better, more modest person. Only by facing challenges and learning humility is Madan able to change and grow.</li> <li>● Madan faces several challenges in this story. His first challenge is to make a dress for the moon. Because he is quite proud, he assumes that this task will be easy. (“I am sure I can make a dress for the moon.”) When he offers his first attempt, it doesn’t fit. He can’t believe that his dress doesn’t fit perfectly (“The clothes I make always fit perfectly.”) so he tries again. Again, it doesn’t fit. Madan feels frustrated and confused (“I can’t believe it! How could I go wrong?”) because he is not used to his clothes being rejected.</li> <li>● Madan learns from his failure to make a perfect dress for the moon that even he has limits. (“I am not as great a tailor as I thought.”) He responds to this challenge by learning modesty/humility/etc. (“He was not vain anymore.”) This new attitude also makes him more popular. (“People liked him better because he was an excellent tailor and a humble one, too.”)</li> </ul>		

DOK	Blooms
Level 3	Applying
Possible Aligned Language Objectives	Possible Misconceptions
<ul style="list-style-type: none"> <li>● Students will be able to produce a paragraph around the central themes of growing up and humility. (Explain- Writing-Developing)</li> <li>● Students will be able to connect the content-related theme of “growing up” and “humility” to Madan’s actions in the story (Explain- Writing-Expanding)</li> </ul>	<ul style="list-style-type: none"> <li>● Students may incorrectly identify the theme.</li> <li>● Students may use less-relevant evidence to support their claim even if the theme they identify is correct.</li> <li>● Students may summarize the entire story, including text evidence that does not directly support the theme.</li> </ul>

Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Literature (RL)</b>	<b>Craft and Structure</b>
<b>RL.5.6</b>	<b>Sample Task #3 (Constructed Response)</b>	
	<p>From Cogna: Describe how the narrator’s point of view influences how the events are described in the passage. Quote accurately from the passage to support your answer.</p>	
	<b>Exemplar Student Responses</b>	
	<p>The use of the first-person point of view helps the reader understand:</p> <ul style="list-style-type: none"> <li>● that the narrator and her parents did not have enough food in the city.</li> <li>● that the narrator feels overwhelmed by the new experience.</li> <li>● that the narrator is unsure of whether her grandparents wanted her there at first.</li> <li>● that the narrator values social relationships.</li> <li>● how the narrator grows and changes over time.</li> <li>● that the narrator is an avid reader.</li> <li>● that the narrator enjoys learning.</li> <li>●</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 3	Applying/Analyzing
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
	<ul style="list-style-type: none"> <li>● Students can evaluate the specific words/ structure used by the author to enhance the descriptions of the narrator's feelings. (Explain-Reading-Reaching)</li> </ul>	<ul style="list-style-type: none"> <li>● Students may misidentify the point of view that the story is told from.</li> <li>● Students may correctly identify the point of view but use the wrong supporting evidence to support their identification.</li> <li>● Students may not analyze the deeper meaning of the first-person point of view to make inferences.</li> </ul>

Multiple Choice Assessment Items		
Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Literature (RL)</b>	<b>Key Ideas and Details</b>
<b>RL.5.2</b>	<p>Based on “Think Like a Horse,” with which idea would Kristi’s father most likely agree?</p> <p><b>A) Experience is the best teacher.</b>            B) Confidence develops over a lifetime.            C) People appreciate being told what to do.            D) Children often know more than adults.</p> <p>Text Reference: <a href="#">Think Like a Horse</a></p>	
<b>RL.5.2</b>	<p>At the beginning of the story, what is the most likely reason Madan wants to make a dress for the moon?</p> <p><b>A) He wants the moon to admire him.</b>            B) He wants the moon to speak to him.            C) He wants the moon to shine closer to him.            D) He wants the moon to shine less brightly on him.</p> <p>Text Reference: <a href="#">A Dress for the Moon</a></p>	
<b>RL.5.3</b>	<p>In “Think Like a Horse,” how are Kristi and her father different?</p> <p>A) Kristi is cautious on her horse, but her father has few riding rules.            B) Kristi wants to jump her horse, but her father prefers she ride on trails.  <b>C) Kristi is a young horse rider, but her father is an established horse trainer.</b>            D) Kristi likes to ride her pony slowly, but her father prefers riding his palomino fast.</p> <p>Text Reference: <a href="#">Think Like a Horse &amp; The Snow Monster</a></p>	
<b>RL.5.3</b>	<p>In “The Snow Monster,” how are Jane and Lily alike?</p> <p>A) Both get upset with each other.            B) Both make loud noises at bedtime.            C) Both have been frightened by monsters.            D) Both have had to sleep with the lights on.</p> <p>Text Reference: <a href="#">Think Like a Horse &amp; The Snow Monster</a></p>	

Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Literature (RL)</b>	<b>Craft and Structure</b>
<b>RL.5.4</b>	<p>Read the sentences from paragraph 5.</p> <p>From the porch I could keep an eye on the lake. One day it is quiet, smooth, shiny, and bright blue like my mother’s good silk dress.</p> <p>What does the phrase like my mother’s good silk dress mean?</p> <ul style="list-style-type: none"> <li><b>A) The lake was glassy, brilliant, and still.</b></li> <li>B) The lake was disguised, robed, and veiled.</li> <li>C) The lake was valued, treasured, and special.</li> <li>D) The lake was attractive, stylish, and valuable.</li> </ul> <p>Text Reference: <a href="#">That Wild Berries Should Grow</a></p>	
<b>RL.5.4</b>	<p>Read the sentence from paragraph 13 of the story “The Footbridge.”</p> <p>“We’ve crossed it so many times that it feels like our own backyard!”</p> <p>What does the phrase like our own backyard suggest in the sentence?</p> <ul style="list-style-type: none"> <li>A) The footbridge needs repairs.</li> <li><b>B) The footbridge is familiar and safe.</b></li> <li>C) The family lives close to the footbridge.</li> <li>D) The family has the same footbridge at home.</li> </ul> <p>Text Reference: <a href="#">The Footbridge</a></p>	
<b>RL.5.5</b>	<p>How do the poems at the beginning of each chapter fit together in “That Wild Berries Should Grow”?</p> <ul style="list-style-type: none"> <li><b>A) They show the mood Elsa is in.</b></li> <li>B) They describe the animals Elsa sees.</li> <li>C) They explain where Elsa spends her days.</li> <li>D) They show how Elsa feels about animals.</li> </ul> <p>Text Reference: <a href="#">That Wild Berries Should Grow</a></p>	

**RL.5.5**

How do the two chapters of “That Wild Berries Should Grow” fit together?

- A) The first chapter explains how Elsa misses her friends in the city, and the second chapter explains how bored she is in the country.
- B) The first chapter discusses Elsa’s surroundings in the country, and the second chapter discusses the relationships she has with her friends at home.
- C) The first chapter shows how unhappy Elsa is staying far away from home, and the second chapter shows how her feelings have changed over time.**
- D) The first chapter describes Elsa’s excitement over having her own country garden, and the second chapter describes her sadness at the end of the harvest season.

Text Reference: [That Wild Berries Should Grow](#)

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the Reading Foundational Skills strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

## STANDARDS BREAKDOWN

<ul style="list-style-type: none"> <li>● <b>Comprehension and Collaboration</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.5.3</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Presentation of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RF.5.4</a></li> </ul> </li> </ul>
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RF.5.3				
<p><b>Foundational Skills</b></p> <p><i>From Achieve the Core: Definition- Phonics consists of the learning of sound and spelling patterns in a distinct sequence that allows students to recognize, decode, and encode the sounds letters make in print. Phonemic awareness connects directly to phonics, as students must be able to hear the sounds in order to recognize them in written form.</i></p>				
Grade	CCSS Domain	CCSS Strand		
<b>5</b>	<b>Foundational Skills (RF)</b>	<b>Phonics and Word Recognition</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Know and apply grade-level phonics and word analysis skills in decoding words <ul style="list-style-type: none"> <li>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context</li> </ul>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> RF.K.3, 1.3, 2.3, 3.3. 4.3</td> <td style="width: 50%;"><i>Future Grades:</i> N/A</td> </tr> </table>	<i>Previous Grades:</i> RF.K.3, 1.3, 2.3, 3.3. 4.3	<i>Future Grades:</i> N/A
<i>Previous Grades:</i> RF.K.3, 1.3, 2.3, 3.3. 4.3	<i>Future Grades:</i> N/A			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students should be able to decode words using phonics and word analysis skills		<ul style="list-style-type: none"> <li><b>analysis:</b> a detailed examination of the components of a subject to understand its meaning and/or nature as a whole</li> <li><b>decode:</b> to apply knowledge of the relationships of letters and sounds in order to form a word</li> <li><b>multisyllabic:</b> having more than one syllable, often requiring the application of phonics and word analysis knowledge and skills</li> <li><b>suffixes:</b> an element appended to the end of a word root to change the meaning or to form a derivative (e.g., -ing: run–running)</li> <li><b>affixes:</b> an additional element placed at the beginning or end of a root, stem, or word, or in the body of a word, to modify its meaning.</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>adapt language to varying contexts (formal presentation, informal discussion.)</li> <li>utilize conventions of formal English when appropriate.</li> <li>provide additional detail or clarification when asked.</li> </ul>				

- participate in a variety of small-group and whole-group classroom discussions.

## RF.5.4

### Foundational Skills

From Achieve the Core: Definition-: Fluency consists of reading accurately, at an appropriate rate, and with expression

5	Foundational Skills (RF)	Fluency	
Standard		Vertical Alignment	
<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self correct word recognition and understanding, rereading as necessary</li> </ul>		<p><i>Previous Grades:</i> RF. K.4, 1.4, 2.4, 3.4, 4.4</p>	<p><i>Future Grades:</i> N/A</p>
Clarification Statement		Vocabulary for Teacher Development	
<p>Students should be able to set a purpose for reading and read grade level texts orally with accuracy and fluency. Students can confirm or self-correct using context while reading and re-read if necessary.</p>		<ul style="list-style-type: none"> <li>• <b>expression:</b> the process of making one’s thoughts, feelings, and ideas known to others; the words, phrases, and clauses used to convey one’s thoughts, feelings, and ideas; conveying emotion and feeling when reading aloud through the use of inflection, pacing, etc.</li> <li>• <b>fluency, fluid reading:</b> oral reading that occurs easily and articulately and conveys an ease of word movement; reading that is pleasing to listen to where words are pronounced accurately, punctuation cues are followed, and sentences are read with expression</li> <li>• <b>purpose:</b> the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to</li> </ul>	

	<p>entertain)</p> <ul style="list-style-type: none"> <li>● <b>self-correct:</b> one recognizes when he/she has made an error (e.g., in the decoding of a word being read) and fixes the error without intervention from an external source, such as a teacher</li> <li>● <b>pausing:</b> voice is guided by the punctuation marks (e.g., make your voice go down at the period)</li> <li>● <b>intonation:</b> the tone of voice changes to reflect characters speaking (e.g., make your voice sound excited like the character)</li> <li>● <b>phrasing:</b> putting words together into meaningful groups</li> <li>● <b>stress:</b> putting emphasis on certain words to convey meaning (e.g., make that bold word sound important like this)</li> <li>● <b>pace:</b> reading at an appropriate speed. The pace or speed of reading increases when students are phrasing in meaningful units and using punctuation to guide their reading (e.g., listen to how I read this quickly)</li> <li>● <b>integration:</b> working with all of the above dimensions smoothly and seamlessly (e.g., Listen to how I read this page smoothly. Now you try it)</li> </ul>
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**Students Who Demonstrate Understanding Can...**

- read and understand a variety of texts with purpose (e.g. to learn new information, for entertainment, etc.).
- read stories, poems, and other texts correctly, maintain a suitable rate, pausing, intonation, phrasing, stress, pace, and integration, and use their voices to show changes and feelings on consecutive readings.
- reread or use surrounding pictures and words to confirm, self-correct, and/or understand a word

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the Speaking & Listening strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
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## STANDARDS BREAKDOWN

- **Comprehension and Collaboration**

- [CCSS.SL.5.1](#)
- [CCSS.SL.5.2](#)
- [CCSS.SL.5.3](#)

- **Presentation of Knowledge and Ideas**

- [CCSS.SL.5.4](#)
- [CCSS.SL.5.5](#)
- [CCSS.SL.5.6](#)
- [SL.5.a](#)

**SL.5.1**



**Anchor Standard: Speaking and Listening**

*SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.*

Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>
<b>Standard</b>		<b>Vertical Alignment</b>
<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>		<p><i>Previous Grades:</i> SL.3.1, 4.1</p> <p><i>Future Grades:</i> SL.6.1, 7.1</p>
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>
<p>Students participate in discussions (one-on-one, in groups, and teacher-led) with different peers on a variety of fifth grade topics and texts. They communicate their own ideas and add to what others are saying.</p> <ul style="list-style-type: none"> <li>● students prepare for discussions ahead of time by reading texts and researching assigned material. During the discussions, they use what they know about the topic and what they learned (citing textual evidence).</li> <li>● students know the rules for class discussions and take on meaningful roles by following those guidelines.</li> </ul>		<ul style="list-style-type: none"> <li>● <b>key ideas:</b> most important thoughts addressed in a text or discussion.</li> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>

- students ask and answer specific questions that add to the discussion and expand on what others are saying about the topic.
- following a discussion, students review key ideas made during the discussion and draw conclusions about the knowledge they gained.

**Students Who Demonstrate Understanding Can...**

- communicate ideas clearly when working with a peer or with a small group.
- use precise language to increase clarity in communication.
- Participate in discussions in respectful ways such as listening to peers carefully and speaking one at a time without disruption while discussing a topic.
- participate in discussions in a respectful way in a small group and in a whole group.
- ask specific questions and respond to those specific questions that contribute to a whole group or small group discussion.
- elaborate on the statement of others in a group discussion.

SL.5.2				
	<b>Anchor Standard: Speaking and Listening</b>			
	<i>SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>5</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		<table border="1"> <tr> <td><i>Previous Grades:</i> SL.3.2, 4.2</td> <td><i>Future Grades:</i> SL.6.2, 7.2</td> </tr> </table>	<i>Previous Grades:</i> SL.3.2, 4.2	<i>Future Grades:</i> SL.6.2, 7.2
<i>Previous Grades:</i> SL.3.2, 4.2	<i>Future Grades:</i> SL.6.2, 7.2			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students give accounts of the main points from a written text that has been read aloud or information that is presented to them in various ways and forms, such as visuals (images, videos, art, graphics), text with numbers or measures (charts, tables, graphs), and oral presentations (speeches, audios, videos.)		<ul style="list-style-type: none"> <li>● <b>quantitatively:</b> in such a manner that allows something to be measured by numbers and/or ranking; (contrast with</li> <li>● <b>qualitatively:</b> in such a manner that allows something to be measured in terms of descriptive experience and reflection)</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● summarize a text presented in multiple formats in various ways.</li> <li>● present a summary of information learned from sources.</li> </ul>				

SL.5.3		
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i>	
Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Speaking and Listening (SL)</b>	<b>Comprehension and Collaboration</b>
<b>Standard</b>	<b>Vertical Alignment</b>	
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<i>Previous Grades:</i> SL.3.3, 4.3	<i>Future Grades:</i> SL.6.3, 7.3
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students summarize the speaker’s ideas and explain how each claim is backed up by reasons and evidence.	<ul style="list-style-type: none"> <li>● <b>reasons/reasoning:</b> 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.</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● summarize the main points a speaker makes in a text individually and/or with a peers.</li> <li>● state how each main point is supported with evidence or explanations.</li> <li>● create a summary of the main points and evidence that support the main points to determine the speaker's point of view.</li> </ul>		

**SL.5.4**



**Anchor Standard: Speaking and Listening**

*SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.*

Grade	CCSS Domain	CCSS Strand	
5	Speaking and Listening (SL)	Presentation of Knowledge and Ideas	
Standard		Vertical Alignment	
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace		<i>Previous Grades:</i> SL.3.4, 4.4	<i>Future Grades:</i> SL.6.4, 7.4
Clarification Statement		Vocabulary for Teacher Development	
<p>Students use a logical order when presenting information or opinions. They use relevant facts, and vivid, related details that support main ideas or themes. They modify their speech to suit different situations and assignments.</p>		<ul style="list-style-type: none"> <li>● <b>relevant evidence, observations, ideas, descriptive details</b> : details and other elements that are closely connected and appropriate to that which is being considered, argued, or explained; when making claims, authors choose evidence, details, etc. that are closely related to the idea being expressed by the claim</li> <li>● <b>task</b>: (as part of the task, purpose, and audience relationship) – the specific product or type of product one is completing (e.g., editorial article, friendly letter, etc.), which greatly influences the choices an author makes (e.g., one would likely adopt an informal register when writing a friendly letter)</li> <li>● <b>theme</b>: the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores.</li> </ul>	
<p><b>Students Who Demonstrate Understanding Can...</b></p>			
<ul style="list-style-type: none"> <li>● speak clearly at a pace that is not rushed and fast paced.</li> <li>● present ideas in a sequential and orderly manner when presenting orally</li> </ul>			

SL.5.5				
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i>			
Grade	CCSS Domain	CCSS Strand		
5	Speaking and Listening (SL)	Presentation of Knowledge and Ideas		
Standard		Vertical Alignment		
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> SL.3.5, 4.5</td> <td style="padding: 5px;"><i>Future Grades:</i> SL.6.5, 7.5</td> </tr> </table>	<i>Previous Grades:</i> SL.3.5, 4.5	<i>Future Grades:</i> SL.6.5, 7.5
<i>Previous Grades:</i> SL.3.5, 4.5	<i>Future Grades:</i> SL.6.5, 7.5			
Clarification Statement		Vocabulary for Teacher Development		
Students include visual and multimedia elements in their presentations to strengthen the development of main ideas and themes.		<ul style="list-style-type: none"> <li>● <b>main idea(s)/topic:</b> the primary or central 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 meaning multimedia component – the part or piece of a larger whole (e.g., a speech or presentation) that is constructed using more than one medium of expression (e.g., a piece that combines audio and video) theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores. In grades 1-3, the theme is often referred to as the central message.</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>● present using various displays of information to give more context to the presentation.</li> <li>● determine when a display is necessary to improve the presentations development of the main idea or theme.</li> </ul>				

RL.5.6				
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>5</b>	<b>Speaking and Listening (SL)</b>	<b>Presentation of Knowledge and Ideas</b>		
Standard		Vertical Alignment		
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><i>Previous Grades:</i> SL.3.6, 4.6</td> <td style="width: 50%; text-align: center;"><i>Future Grades:</i> SL.6.6, 7.6</td> </tr> </table>	<i>Previous Grades:</i> SL.3.6, 4.6	<i>Future Grades:</i> SL.6.6, 7.6
<i>Previous Grades:</i> SL.3.6, 4.6	<i>Future Grades:</i> SL.6.6, 7.6			
Clarification Statement		Vocabulary for Teacher Development		
Students engage in a variety of classroom discussion structures (formal presentations, informal group discussions). They use relevant facts and vivid, related details that support main ideas or themes. Students consider formal and informal language and change their approaches to suit the needs of the audience.		<ul style="list-style-type: none"> <li>● <b>formal discourse:</b> dialogue between two or more people, generally consisting of an exchange of arguments, claims, and counterclaims and using a register appropriate to academic dialogue.</li> <li>● <b>informal discourse:</b> dialogue between peers which is relaxed and uses a familiar register; generally, such dialogue is not held to the standard and conventions of formal English</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>● adapt language to varying contexts (formal presentation, informal discussion.)</li> <li>● utilize conventions of formal English when appropriate.</li> <li>● provide additional detail or clarification when asked.</li> <li>● participate in a variety of small-group and whole-group classroom discussions.</li> </ul>				

SL.5.a		
	<b>Anchor Standard: Speaking and Listening</b> <i>SL.X.a: New Mexico State Standards</i>	
<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>
5	Speaking and Listening (SL))	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
5th grade students will: <ul style="list-style-type: none"> <li>A. understand the influence of heritage language in English speech patterns;</li> <li>B. orally compare and contrast accounts of the same event and text;</li> <li>C. demonstrate appropriate listening skills for understanding and cooperation within a variety of cultural settings.</li> </ul>	<i>Previous Grades:</i> 4.a, 4.b, 4.c	<i>Future Grades:</i> 6.a, 7.a, 8.a
Clarification Statement	Vocabulary for Teacher Development	
<p>Students will understand how languages have influence outside themselves, specifically heritage languages on English and its speech patterns.</p> <p>In addition, students can compare and contrast accounts of the same event by describing aloud, through class discussion or oral presentation, their analysis of similarities and differences between them.</p> <p>Students will understand the importance of listening skills for both understanding and for working together and will use this knowledge to apply the appropriate listening skill depending on the cultural setting they are in</p>	<ul style="list-style-type: none"> <li>● <b>heritage language:</b> language other than the dominant language in a given social context. Heritage languages are often learned at home and connect the speaker culturally and linguistically to their forebears.</li> <li>● <b>speech pattern:</b> a distinctive manner of oral expression</li> <li>● <b>cultural setting:</b> the context, environment, or situation that is relevant to the beliefs, values, and practices of a particular nation, people, or other social group</li> <li>● <b>cooperation:</b> the process of working together toward the same end</li> <li>● <b>appropriate:</b> suitable or proper in the circumstances</li> </ul>	

**Students Who Demonstrate Understanding Can...**

- listen to an audio recording of an English speaker and identify specific speech patterns.
- Identify within those speech patterns where heritage language has been influential.
- discuss and analyze why certain phrases or words are used in New Mexico and the influence of heritage languages on those phrases and words.
- compare and contrast accounts of the same event and text verbally.
- identify various types of listening skills (paying attention, maintaining eye contact, asking questions, giving feedback, etc.) and describe which skills are appropriate in a given environment.
- demonstrate their knowledge of listening skills in a variety of cultural settings in a way which allows for mutual understanding and cooperation between everyone present.

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the Speaking & Listening strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

## STANDARDS BREAKDOWN

<ul style="list-style-type: none"> <li>● <b>Text Types and Purposes</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.5.1</a></li> <li>○ <a href="#">CCSS.W.5.2</a></li> <li>○ <a href="#">CCSS.W.5.3</a></li> <li>○ <a href="#">CCSS.W.5.a</a></li> </ul> </li> <li>● <b>Production and Distribution of Writing</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.5.4</a></li> <li>○ <a href="#">CCSS.W.5.5</a></li> <li>○ <a href="#">CCSS.W.5.6</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Research to Build and Present Knowledge</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.5.7</a></li> <li>○ <a href="#">CCSS.W.5.8</a></li> <li>○ <a href="#">CCSS.W.5.9</a></li> <li>○</li> </ul> </li> <li>● <b>Range of Writing</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.W.5.10</a></li> </ul> </li> </ul>
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**W.5.1**

	<p><b>Anchor Standard: Writing</b></p> <p><i>W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</i></p>
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Grade	CCSS Domain	CCSS Strand
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5	Writing (W)	Text Types and Purposes
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Standard	Vertical Alignment
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<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>B. Provide logically ordered reasons that are supported by facts and details.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>D. Provide a concluding statement or section related to the opinion presented.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <i>Previous Grades:</i> W.3.1, 4.1                 </td> <td style="width: 50%; padding: 5px;"> <i>Future Grades:</i> W.6.1, 7.1                 </td> </tr> </table>	<i>Previous Grades:</i> W.3.1, 4.1	<i>Future Grades:</i> W.6.1, 7.1
<i>Previous Grades:</i> W.3.1, 4.1	<i>Future Grades:</i> W.6.1, 7.1		

Clarification Statement	Vocabulary for Teacher Development
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<p>The teacher supports the development of writing opinion pieces by exposing students to rich texts that clearly take a position and provide logically ordered facts and details in support of this position. The teacher will model the writing process for opinion pieces in order to help students understand how to take a position. How to state a position as an opinion statement and support it with reasons presented in a logical order that include facts and details. This starts by helping students clearly identify a topic where an opinion can be stated. Students begin by gathering and organizing information to support their positions. The teacher involves students in both group and individual research in order to find ideas to support the positions students wish to take on the topic. The teacher helps students create graphic organizers to support their drafts with clear positions and supportive facts/details. He/she guides the students to use linking words and phrases to connect opinions and reasons. Students write</p>	<ul style="list-style-type: none"> <li>● <b>point of view:</b> 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</li> <li>● <b>purpose:</b> the reason for a particular action or creation (e.g., literary work or speech); the reason for which something exists (e.g., to persuade, to inform, to express, and/or to entertain)</li> <li>● <b>reasons/reasoning:</b> 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</li> </ul>
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concluding statements or sections connected to their opinions.

**Students Who Demonstrate Understanding Can...**

- write an opinion piece on a topic or text.
- support opinion with reasons and information.
- make a clear introduction of a topic or text and state an opinion.
- organize ideas in a way that makes sense to support the stated opinion.
- give reasons in a sensible order that are supported by facts and details.
- connect an opinion and reasons by using words, phrases, and clauses.

W.5.2		
	<p><b>Anchor Standard: Writing</b></p> <p><i>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>	
Grade	CCSS Domain	CCSS Strand
5	Writing (W)	Text Types and Purposes
Standard	Vertical Alignment	
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><i>Previous Grades:</i> W.3.2, 4.2</p>	<p><i>Future Grades:</i> W.6.2, 7.2</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Writers use previous knowledge and information from primary and secondary sources in their pieces to increase the reader’s knowledge of a given topic. It is imperative for the teacher to make the distinction between informative/explanatory writing and opinion writing. It is important for the teacher to emphasize that Informative/explanatory writing is not meant to convince people of a belief or influence people’s behaviors. Fifth graders write informative/explanatory pieces to investigate a topic and clearly communicate ideas and information about the topic.</p>	<ul style="list-style-type: none"> <li>● <b>concrete details:</b> information, examples, data, etc. used as support or evidence for claims, generally during an argument or a persuasive or informational essay</li> <li>● <b>domain-specific vocabulary/words/phrases:</b> Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation</li> </ul>	

**Students Who Demonstrate Understanding Can...**

- write an informative piece about a topic.
- write ideas and information about a topic clearly.
- organize facts and details, and add informative text features, if necessary (e.g., headings), illustrations, or multimedia.
- use multiple formats to develop the topic such as facts, definitions, concrete details, quotations, or other ways that may be related to the topic.
- connect ideas to other categories of information using words, phrases, or clauses.
- use vocabulary that is specific to the topic. (Magma is specific to volcanoes; simile is specific to reading.)
- give a concluding (ending) statement that summarizes the information/explanation of a topic.

W.5.3		
	<b>Anchor Standard: Writing</b> <i>W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</i>	
Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Writing (W)</b>	<b>Text Types and Purposes</b>
Standard	Vertical Alignment	
<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>B. Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>C. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>E. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p><i>Previous Grades:</i> W.2.3, 3.3</p>	<p><i>Future Grades:</i> W.5.3, 6.3</p>
Clarification Statement	Vocabulary for Teacher Development	
<p>Narratives share an experience, either real or imagined, and use time as their core structures. Narratives can be stories, novels, and plays, or they can be personal accounts, like memoirs, anecdotes, and autobiographies. Narrative writing has many purposes—to inform, teach, persuade, or entertain readers. Writers utilize event sequencing and pacing, create characters, use vivid sensory details and other literary elements to evoke reactions from and create effects on the reader. Fifth graders write narratives to unfold and share real or imagined experiences or events using effective narrative techniques, illustrative details, and a clear sequence of events.</p>	<ul style="list-style-type: none"> <li>● <b>describe, description, descriptive details:</b> to explain something in words; the details necessary to give a full and precise account</li> <li>● <b>editing:</b> the process by which an author improves a text by correcting errors in grammar and/or conventions, (e.g., grammatical, structural, etc.), verifying precision of language, eliminating redundancy, and more.</li> <li>● <b>event:</b> a thing that happens; an occurrence phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running</li> </ul>	

	<p>through the forest, she breathed in the fresh, crisp air.”)</p> <ul style="list-style-type: none"> <li>● <b>pacing:</b> the speed at which a story progresses, evidence is presented, and/or information is delineated, affecting the overall tone of a literary work. (e.g., a rapid, clipped pace inspires a sense of urgency.)</li> </ul>
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**Students Who Demonstrate Understanding Can...**

- introduce a narrator and/or characters when writing a narrative.
- organize an event sequence that unfolds naturally when writing a narrative.
- develop events when writing a narrative. (using dialogue, description, pacing)
- show the response of characters to situations when writing a narrative.
- use a variety of phrases that transition the sequences of events in narrative writing.
- use language to convey events accurately. (concrete and sensory details)
- write a conclusion that follows the narrated events when writing a narrative story.

W.5.a				
	<p><b>Anchor Standard: Writing</b></p> <p><i>New Mexico State Standards- In grades 3, 4, and 5 students will use digital media environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.</i></p>			
Grade	CCSS Domain	CCSS Strand		
<b>5</b>	<b>Writing (W)</b>	<b>Text Types and Purposes</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
<p>5th grade students will:</p> <ul style="list-style-type: none"> <li>A. gather relevant information from multiple sources, including oral knowledge;</li> <li>B. apply digital tools to gather, evaluate, and use information.</li> <li>C. demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</li> </ul>		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Previous Grades:</i> 3.a, 3.b, 4.a, 4.b, 4.c</p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Future Grades:</i> N/A</p> </td> </tr> </table>	<p><i>Previous Grades:</i> 3.a, 3.b, 4.a, 4.b, 4.c</p>	<p><i>Future Grades:</i> N/A</p>
<p><i>Previous Grades:</i> 3.a, 3.b, 4.a, 4.b, 4.c</p>	<p><i>Future Grades:</i> N/A</p>			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
<p>Students will gather information using various sources, such as oral knowledge. Students will also navigate digital tools including programs, online resources, and websites to gather, evaluate, or use information, given a purpose.</p>		<ul style="list-style-type: none"> <li>● <b>oral knowledge:</b> information that is received, preserved and transmitted through speech from one generation to another. This knowledge can encompass aspects of life from birth to death, including the natural world and environment.</li> <li>● <b>digital tools:</b> programs, online resources, and websites that contain information.</li> <li>● <b>evaluate:</b> form an idea, assess</li> <li>● <b>technology:</b> the application of scientific knowledge for practical purposes</li> <li>● <b>creative thinking:</b> the ability to look at things differently and find new ways of solving problems. Creative thinking skills include: problem-solving, writing, visual art</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● Use multiple sources, such as oral knowledge, to gather information about a topic.</li> <li>● Understand how to use digital tools such as programs, online resources, and websites</li> <li>● Apply knowledge of digital tools to gather information.</li> </ul>				

- Apply digital tools to evaluate information for validity, quality, and relevance.
- Use the information gathered from digital tools for specific purposes.
- Use technology to develop and express creative thinking skills.
- Use technology to develop innovative products or processes.
- Construct knowledge using technology.

W.5.4		
	<p><b>Anchor Standard: Writing</b> <i>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>	
Grade	CCSS Domain	CCSS Strand
5	Writing (W)	Production and Distribution of Writing
Standard	Vertical Alignment	
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	<i>Previous Grades:</i> W.3.4, 4.4	<i>Future Grades:</i> W.6.4, 7.4
Clarification Statement	Vocabulary for Teacher Development	
<p>The teacher needs to model the writing process in order to help students understand the structure of writing. This begins by helping students identify an appropriate topic for writing. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information around the topic under study. The teacher guides students' writing so it is organized to clearly explain the identified topic and provide multiple facts and or definitions that support this explanation with related information. Throughout the writing, students use linking words and phrases to connect ideas within a category of information. The writing includes a concluding statement or paragraph.</p>	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● draft writing pieces that adhere to a clear topic or purpose.</li> <li>● writing demonstrates clear organization around a central topic or linear narrative.</li> </ul>		

W.5.5		
	<b>Anchor Standard: Writing</b> <i>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>	
Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Writing (W)</b>	<b>Production and Distribution of Writing</b>
Standard	Vertical Alignment	
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<i>Previous Grades:</i> W.3.5, 4.5	<i>Future Grades:</i> W.6.5, 7.5
Clarification Statement	Vocabulary for Teacher Development	
Students then revise and edit their writing to ensure their position has adequate support, follows writing conventions, and uses correct grammar and spelling. Peer review and editing are important parts of this process. The teacher also conducts writing conferences with students during the drafting and revising processes to support students with writing pieces that include an identified topic with relevant facts, definitions, and details to explain the identified topic. During the editing process, the teacher and peers guide students and consider the task and purpose of the piece. Guiding questions for this purpose might include “Do I identify my topic?” and “Are the facts, definitions, and details grouped in a way that clearly explains my topic and achieves my purpose for writing?”	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● engage in all steps of the writing process, including planning, revising, editing, rewriting.</li> <li>● incorporate revisions to make substantive changes to writing.</li> <li>● edit writing, aligned to 5th grade language standards</li> </ul>		

W.5.6		
	<b>Anchor Standard: Writing</b> <i>W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>	
Grade	CCSS Domain	CCSS Strand
5	Writing (W)	Production and Distribution of Writing
Standard	Vertical Alignment	
With some guidance and support from adults, use technology, including the Internet, 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.	<i>Previous Grades:</i> W.3.6, 4.6	<i>Future Grades:</i> W.6.6, 7.6
Clarification Statement	Vocabulary for Teacher Development	
Students use digital tools and resources to compose and publish original writing. They use these tools and resources to collaborate with peers. Students exhibit effective typing skills. The teacher provides limited support and guidance with the publishing of the writing piece.	<ul style="list-style-type: none"> <li>● <b>digital tools:</b> tools which are often web-based through which students can dynamically create, share, and collaborate, including tablets, websites, video recording and editing software, cloud-based applications, etc.</li> <li>● <b>interact:</b> to act in such a manner as to influence another</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● use technology to produce and publish writing. (with guidance and support from adults.)</li> <li>● use technology to collaborate with others when producing and publishing their writing.</li> <li>● display sufficient command of keyboarding skills. (30 words per minute is sufficient for 5th grade.)</li> </ul>		

W.5.7		
	<b>Anchor Standard: Writing</b> <i>W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i>	
Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Writing (W)</b>	<b>Research to Build and Present Knowledge</b>
<b>Standard</b>	<b>Vertical Alignment</b>	
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<i>Previous Grades:</i> W.3.7, 4.7	<i>Future Grades:</i> W.6.7, 7.7
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
Students investigate different angles of a topic using a variety of sources. They use the information to complete short research projects that build knowledge about the topic.	<ul style="list-style-type: none"> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● find a variety of sources of information that focus an inquiry during a short research project.</li> <li>● use several sources of information that focus an inquiry during a short research project.</li> </ul>		

W.5.8				
	<b>Anchor Standard: Writing</b> <i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i>			
<i>Grade</i>	<i>CCSS Domain</i>	<i>CCSS Strand</i>		
5	Writing (W)	Research to Build and Present Knowledge		
Standard		Vertical Alignment		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.3.8, 4.8</td> <td style="padding: 5px;"><i>Future Grades:</i> W.6.8, 7.8</td> </tr> </table>	<i>Previous Grades:</i> W.3.8, 4.8	<i>Future Grades:</i> W.6.8, 7.8
<i>Previous Grades:</i> W.3.8, 4.8	<i>Future Grades:</i> W.6.8, 7.8			
Clarification Statement		Vocabulary for Teacher Development		
Students think about and use pertinent personal experiences and/or pertinent information collected from print and digital resources. Students summarize or paraphrase information as they take notes, as well as in their final drafts. They also provide lists of sources they used.		<ul style="list-style-type: none"> <li><b>digital sources:</b> refers to sources that present information through digital media, such as digital databases, online articles, websites, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats</li> </ul>		
Students Who Demonstrate Understanding Can...				
<ul style="list-style-type: none"> <li>gather information that is relevant from print and digital resources to include in a short research project.</li> <li>develop a list of sources for use in a short research project.</li> <li>paraphrase relevant information in their notes</li> </ul>				

W.5.9		
	<p><b>Anchor Standard: Writing</b></p> <p><i>W.9: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i></p>	
Grade	CCSS Domain	CCSS Strand
5	Writing (W)	Research to Build and Present Knowledge
Standard	Vertical Alignment	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	<i>Previous Grades:</i> W.4.9	<i>Future Grades:</i> W.6.9, 7.9
Clarification Statement	Vocabulary for Teacher Development	
The teacher involves students in both group and individual research in order to assist students with gathering information and ideas related to their topic, and ideas related to their topic. The teacher works with students to facilitate the use of graphic organizers during the research process in order to help students organize the information that will be presented. The teacher ensures that students gather facts, definitions, concrete details, quotations, or any other additional information and examples related to the topic to include in their writing.	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>• utilize relevant evidence from literary or informational text in writing pieces.</li> <li>• gather relevant information through research and notetaking.</li> </ul>		

W.5.10				
	<b>Anchor Standard: Writing</b> <i>W.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 tasks, purposes, and audiences.</i>			
Grade	CCSS Domain	CCSS Strand		
<b>5</b>	<b>Writing (W)</b>	<b>Range of Writing</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
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.		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><i>Previous Grades:</i> W.3.10, 4.10</td> <td style="padding: 5px;"><i>Future Grades:</i> W.6.10, 7.10</td> </tr> </table>	<i>Previous Grades:</i> W.3.10, 4.10	<i>Future Grades:</i> W.6.10, 7.10
<i>Previous Grades:</i> W.3.10, 4.10	<i>Future Grades:</i> W.6.10, 7.10			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year		<ul style="list-style-type: none"> <li>● N/A</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● write a variety of writing pieces throughout the school year in various genres.</li> <li>● engage in brief writing tasks and longer-term writing pieces that use all steps of writing processes.</li> <li>● write across genres.</li> </ul>				

The purpose of this tool is to help educators understand each of the grade level standards and how those standards connect to the students' overall preparation for college and career readiness.

Standards are defined as the most critical prerequisite skills and knowledge. This document is color-coded to reflect both anchor and priority standards. Though previous emphasis was placed on priority standards to address lost learning due to COVID-19, New Mexico teachers should note that moving forward, while priority standards allow for acceleration of learning, **all** standards should be addressed in instruction throughout the school year.

In this guide you will find:

- A [breakdown](#) of each of the grade level standards within the literature strand, including:
  - Vertical alignment guidance
  - Essential vocabulary related to the standard
  - Identification of anchor standards as identified by the CCSS and priority standards as identified by NMPED
- Sample aligned [assessment items](#)
- Companion resources guides that address:
  - [Planning Literacy Instruction with MLSS Guide](#)
  - [Choosing a Complex Text](#)
  - [Text Dependent Questions with Complex Texts](#)
  - [Vocabulary Instruction with Complex Texts](#)
  - [Speaking, Listening, and Writing](#)
  - [Differentiating Support for All Learners](#)
  - [Cross-Curricular Connections with Literacy](#)
  - [Cultural and Linguistic Responsiveness in Literacy](#)

Key		
	<i>Anchor Standard</i>	Anchor standards, as identified by the Common Core, are denoted with an anchor icon. Anchor standards are the fundamental skills we want students to have when they graduate. The College and Career Ready (CCR) and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. Anchor standards appear from Kindergarten to 12th grade and are aligned to what colleges and workplaces expect students to be able to do.
	<i>Priority Standard</i>	Priority standards, as identified by NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time.

## STANDARDS BREAKDOWN

<ul style="list-style-type: none"> <li>● <b>Key Ideas and Details</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RI.5.1</a></li> <li>○ <a href="#">CCSS.RI.5.2</a></li> <li>○ <a href="#">CCSS.RI.5.3</a></li> </ul> </li> <li>● <b>Craft and Structure</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RI.5.4</a></li> <li>○ <a href="#">CCSS.RI.5.5</a></li> <li>○ <a href="#">CCSS.RI.5.6</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Integration of Knowledge and Ideas</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RI.5.7</a></li> <li>○ <a href="#">CCSS.RI.5.8</a></li> <li>○ <a href="#">CCSS.RI.5.9</a></li> </ul> </li> <li>● <b>Range of Reading Level and Text Complexity</b> <ul style="list-style-type: none"> <li>○ <a href="#">CCSS.RI.5.10</a></li> </ul> </li> </ul>
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**RI.5.1**



**Anchor Standard: Key Ideas and Details**

*R.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.*

Grade	CCSS Domain	CCSS Strand	
<b>5</b>	<b>Reading: Informational (RI)</b>	<b>Key Ideas and Details</b>	
<b>Standard</b>		<b>Vertical Alignment</b>	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		<i>Previous Grades:</i> RI.K.1, 1.1, 2.1, 3.1, 4.1	<i>Future Grades:</i> RI.6.1, 7.1, 8.1
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>	
Students quote correctly from the text to support their explanations of what the text clearly states, as well as the conclusions they have made.		<ul style="list-style-type: none"> <li>● <b>explicit, explicitly:</b> stated clearly and directly, leaving no room for confusion or interpretation</li> <li>● <b>inference:</b> a conclusion derived from logical reasoning following an investigation of available evidence</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>			
<ul style="list-style-type: none"> <li>● explain what the text says explicitly</li> <li>● draw inferences from the text’s direct meaning.</li> <li>● quote accurately from the text to support the explanation and inference.</li> <li>● refer to details to explain information in a text. • use details to help generate inferences.</li> </ul>			

RI.5.2		
	<b>Anchor Standard: Key Ideas and Details</b> <i>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
Grade	CCSS Domain	CCSS Strand
5	Reading: Informational (RI)	Key Ideas and Details
Standard	Vertical Alignment	
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<i>Previous Grades:</i> RI.K.2, 1.2, 3.2, 4.2	<i>Future Grades:</i> RI.6.2, 7.2, 8.2
Clarification Statement	Vocabulary for Teacher Development	
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.	<ul style="list-style-type: none"> <li>● <b>event:</b> a thing that happens; an occurrence</li> <li>● <b>key details:</b> specific and important parts of the text that provide information, support, and elaboration</li> <li>● <b>main idea(s)/topic:</b> 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</li> <li>● <b>summary/summarize:</b> a brief statement of the main points of a larger work or text; the act of providing such a statement or account</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● determine two or more main ideas of a text.</li> <li>● determine the main purpose of a paragraph or section of a text.</li> <li>● use key text evidence to support the main ideas of a text.</li> <li>● summarize the text using the main idea(s) and key detail(s)</li> </ul>		

RI.5.3		
	<p><b>Anchor Standard: Key Ideas and Details</b></p> <p><i>R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</i></p>	
Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Informational (RI)</b>	<b>Key Ideas and Details</b>
Standard	Vertical Alignment	
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><i>Previous Grades:</i> RI.K.3, 1.3. 2.3, 3.3, 4.3</p>	<p><i>Future Grades:</i> RI.6.3, 7.3, 8.3</p>
Clarification Statement	Vocabulary for Teacher Development	
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.	<ul style="list-style-type: none"> <li>● <b>historical text:</b> literary text, informational text, or media that builds the knowledge of a reader around historical events</li> <li>● <b>scientific text:</b> literary text, informational text, or media that builds the knowledge of a reader around scientific findings</li> <li>● <b>technical text:</b> informational text or media that teaches the reader how to do something or how something works</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● read and comprehend historical, scientific, and technical texts.</li> <li>● use text evidence to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in these texts.</li> <li>● compare and contrast concepts in a text.</li> </ul>		

**RI.5.4**



**Anchor Standard: Craft and Structure**

*R.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 or tone.*

Grade	CCSS Domain	CCSS Strand		
<b>5</b>	<b>Reading: Informational (RI)</b>	<b>Craft and Structure</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		<table border="1"> <tr> <td data-bbox="797 758 1170 894"><i>Previous Grades:</i> RI.K.4, 1.4, 2.4, 3.4, 4.4</td> <td data-bbox="1170 758 1531 894"><i>Future Grades:</i> RI.6.4, 7.4, 8.4</td> </tr> </table>	<i>Previous Grades:</i> RI.K.4, 1.4, 2.4, 3.4, 4.4	<i>Future Grades:</i> RI.6.4, 7.4, 8.4
<i>Previous Grades:</i> RI.K.4, 1.4, 2.4, 3.4, 4.4	<i>Future Grades:</i> RI.6.4, 7.4, 8.4			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
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.		<ul style="list-style-type: none"> <li>● <b>domain:</b> 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</li> <li>● <b>general academic:</b> Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.)</li> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● locate academic and domain specific words and phrases in a text.</li> <li>● determine the meaning of words and phrases in grade 5 topic and subject areas.</li> </ul>				

RI.5.5		
	<p><b>Anchor Standard: Craft and Structure</b></p> <p><i>R.5: 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.</i></p>	
Grade	CCSS Domain	CCSS Strand
5	Reading: Informational (RI)	Craft and Structure
<b>Standard</b>	<b>Vertical Alignment</b>	
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><i>Previous Grades:</i> RI.K.5, 1.5, 2.5, 3.5, 4.5</p>	<p><i>Future Grades:</i> RI.6.5, 7.5, 8.5</p>
<b>Clarification Statement</b>	<b>Vocabulary for Teacher Development</b>	
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.	<ul style="list-style-type: none"> <li>● <b>compare:</b> 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</li> <li>● <b>event:</b> a thing that happens; an occurrence</li> <li>● <b>chronology:</b> the arrangement of dates or events in order of their occurrence</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● compare and contrast text structures across two or more texts.</li> <li>● compare and contrast events, ideas, and information across two or more texts.</li> </ul>		

RI.5.6				
	<p><b>Anchor Standard: Craft and Structure</b> <i>R.6: Assess how point of view or purpose shapes the content and style of a text.</i></p>			
Grade	CCSS Domain	CCSS Strand		
<b>5</b>	<b>Reading: Informational (RI)</b>	<b>Craft and Structure</b>		
<b>Standard</b>		<b>Vertical Alignment</b>		
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><i>Previous Grades:</i> RI.K.6, 1.6, 2.6, 3.6, 4.6</td> <td style="width: 50%;"><i>Future Grades:</i> RI.6.6, 7.6, 8.6</td> </tr> </table>	<i>Previous Grades:</i> RI.K.6, 1.6, 2.6, 3.6, 4.6	<i>Future Grades:</i> RI.6.6, 7.6, 8.6
<i>Previous Grades:</i> RI.K.6, 1.6, 2.6, 3.6, 4.6	<i>Future Grades:</i> RI.6.6, 7.6, 8.6			
<b>Clarification Statement</b>		<b>Vocabulary for Teacher Development</b>		
Students examine two or more accounts of the same event or topic. Students compare and contrast the points of view represented.		<ul style="list-style-type: none"> <li>● <b>analyze:</b> to critically examine the components of a subject to understand its meaning and/or nature as a whole</li> <li>● <b>point of view:</b> 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</li> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>		
<b>Students Who Demonstrate Understanding Can...</b>				
<ul style="list-style-type: none"> <li>● read two accounts of the same event or topic.</li> <li>● determine the points of view in these accounts.</li> <li>● compare and contrast points of view across accounts of the same event or topic.</li> </ul>				

RI.5.7		
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b> <i>R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</i></p>	
Grade	CCSS Domain	CCSS Strand
5	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
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.	<i>Previous Grades:</i> RI.K.7, 1.7, 2.7, 3.7, 4.7	<i>Future Grades:</i> RI.6.7, 7.7 8.7
Clarification Statement	Vocabulary for Teacher Development	
Students use information from several print or digital sources to answer a question or solve a problem and communicate a solution completely	<ul style="list-style-type: none"> <li>● <b>digital sources:</b> 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</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● select information from multiple print or digital sources.</li> <li>● ask questions and locate answers in the text.</li> <li>● solve problems efficiently and communicate solutions using information located in a text.</li> </ul>		

RI.5.8		
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b></p> <p><i>R.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.</i></p>	
Grade	CCSS Domain	CCSS Strand
5	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
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><i>Previous Grades:</i> RI K.8, 1.8, 2.8, 3.8, 4.8</p>	<p><i>Future Grades:</i> RI 6.8, 7.8, 8.8</p>
Clarification Statement	Vocabulary for Teacher Development	
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.	<ul style="list-style-type: none"> <li>● <b>evidence:</b> facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement.</li> <li>● <b>reasons/reasoning:</b> 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</li> <li>● <b>claims:</b> state or assert that something is the case, typically without providing evidence or proof</li> </ul>	
<b>Students Who Demonstrate Understanding Can...</b>		
<ul style="list-style-type: none"> <li>● determine the author’s central idea, point or argument in a text.</li> <li>● trace the author’s argument or point in the text using reasons and evidence.</li> <li>● explain how the author uses reasons/ evidence to support a point in the text.</li> <li>● connect reasons and evidence to points/ arguments.</li> </ul>		

RI.5.9		
	<p><b>Anchor Standard: Integration of Knowledge and Ideas</b></p> <p><i>R.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.</i></p>	
Grade	CCSS Domain	CCSS Strand
5	Reading: Informational (RI)	Integration of Knowledge and Ideas
Standard	Vertical Alignment	
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<i>Previous Grades:</i> RI K.9, 1.9, 2.9, 3.9, 4.9	<i>Future Grades:</i> RI 6.9, 7.9, 8.9
Clarification Statement	Vocabulary for Teacher Development	
Students combine information from multiple texts on the same topic when writing or speaking to demonstrate knowledge of the topic.	<ul style="list-style-type: none"> <li>● <b>topic:</b> the subject or matter being discussed or written about in a text, speech, etc.</li> <li>● <b>integrate:</b> combine (one thing) with another so that they become a whole</li> <li>● <b>synthesize:</b> combine ideas and thoughts to create new understandings that can be applied to the world around you</li> </ul>	
Students Who Demonstrate Understanding Can...		
<ul style="list-style-type: none"> <li>● gather relevant information from multiple texts on the same topic.</li> <li>● integrate/ synthesize this information.</li> <li>● write or speak about the topic knowledgeably using.</li> <li>● evidence gained from the texts.</li> </ul>		

**RI.5.10**



**Anchor Standard: Range of Reading Level and Text Complexity**

*R.10: Read and comprehend complex literary and informational texts independently and proficiently.*

Grade	CCSS Domain	CCSS Strand	
5	Reading: Informational (RI)	Range of Reading Level and Text Complexity	
Standard		Vertical Alignment	
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		<i>Previous Grades:</i> RI K.10, 1.10, 2.10, 3.10, 4.10	<i>Future Grades:</i> RI 6.10, 7.10, 8.10
Clarification Statement		Vocabulary for Teacher Development	
<p>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>		<ul style="list-style-type: none"> <li>● <b>independently:</b> 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.</li> <li>● <b>proficient/ proficient:</b> 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</li> <li>● <b>text complexity band:</b> 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)</li> </ul>	

**Students Who Demonstrate Understanding Can...**

- 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)

## **ASSESSMENT GUIDE**

- **Constructed Response Assessment Task aligned to RI.5.1 and RI.5.3**
  - Evidence of Text Complexity and Cultural and Linguistic Responsiveness
  - VABB Analysis with Example Questions and Exemplar Student Responses
  - Example MLSS Universal Supports
- **Constructed Response Assessment Task aligned to RI.5.3**
- **Constructed Response Assessment Task aligned to RI.5.6**
- **Multiple Choice Assessment Items**

Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Informational (RI)</b>	<b>Key Ideas and Details</b>
<b>Sample Task #1 (Constructed Response)</b>		
<p>From: My Librarian is a Camel by Margreit Ruurs <a href="#">Link to the full text</a></p> <p>Using the entire text as a point of reference, answer the following questions:</p> <ul style="list-style-type: none"> <li>● Which country do you believe has the most difficult library system?</li> <li>● Which country do you believe has the most interesting library system?</li> </ul> <p>Be sure to explain your answers using evidence from the text.</p>		
<b>Exemplar Student Responses</b>		
<b>RI.5.1</b> <b>RI.5.3</b>	<p>Most difficult library system (answers may vary):</p> <ul style="list-style-type: none"> <li>● The country that has the most difficult library system is Thailand.</li> <li>● The text states that only a few of the villages can be reached by foot and the area is full of mountains.</li> <li>● The rainy season makes transportation even more difficult, so elephants are used to transport the books.</li> <li>● Another reason why it is difficult is because the Books-by-Elephants delivery program serves 37 villages. It takes the elephant teams eighteen to twenty days to complete an entire trip.</li> </ul> <p>Most interesting library system (answers may vary):</p> <ul style="list-style-type: none"> <li>● Mongolia’s library system is the most interesting to me because of the way food/ candy was used to motivate kids to read books.</li> <li>● Jambyn Dashdondog is a Mongolian author who looked for creative ways to encourage reading in Mongolia.</li> <li>● He called his book tours Ammtai Nom which means “candy books.” The children were given food, including sweets, before sharing the books.</li> <li>● After reading Mr. Dashdondog would ask the children, “Which was sweeter: books or candies?” The children always answer: “BOOKS!”</li> </ul>	

	<b>DOK</b>	<b>Blooms</b>
	Level 3	Evaluating
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
	<ul style="list-style-type: none"> <li>Students can identify relevant pieces of evidence in the text as support for claims the most difficult and interesting library systems (Argue, Reading, Reaching)</li> </ul>	<ul style="list-style-type: none"> <li>Students may not cite appropriate text evidence to support their claims.</li> <li>Students may struggle determining the difference in difficulty of the various library systems.</li> </ul>

<b>RI.5.1</b> <b>RI.5.3</b>	<b>Evidence of Text Complexity and Cultural and Linguistic Responsiveness</b>
	<b>Text Summary and evidence of Complexity:</b>
	<ul style="list-style-type: none"> <li>My Librarian Is a Camel is an example of an informational text - nonfiction books written to give information about the natural or social world. It has a table of contents, maps, an introduction, and articles that are arranged alphabetically by country. This book shows the value of books to children around the world. The Lexile level is 980.</li> </ul>
	<b>Evidence of Cultural and Linguistic Responsiveness:</b>
	<ul style="list-style-type: none"> <li><b>Who is represented in the text used to assess this cluster of standards?</b> Students from across the world. Some of the students represented are students from Canada, Finland, Kenya, Mongolia, Peru, and Thailand.</li> <li><b>How are those groups and individuals portrayed?</b> These groups are portrayed as diverse and colorful. They all have different methods of how they receive books in their home countries and the reader is provided with a small glimpse into their cultures.</li> <li><b>Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?</b> Yes, this book provokes cultural and linguistic diversity, because it represents different culture from around the world and it shows that even though people come from different backgrounds, they have the desire to acquire knowledge based on reading. This shows that reading can unify different cultures.</li> <li><b>What supports are provided to teachers to identify blind spots?</b> Some blind spots that teachers may want to keep in mind are knowing their students' cultural backgrounds. Also they need to understand how and why different cultures receive their books in the ways mentioned in the text.</li> <li><b>How is this text culturally/linguistically responsive?</b></li> </ul>

This text is culturally responsive because it tells and shows the reader how different cultures receive their books.

VABB Analysis		
<b>RI.5.1</b> <b>RI.5.3</b>	<b>Validate</b> <i>The intentional and purposeful legitimization of the home culture and language of the student.</i>	<b>Affirm</b> <i>The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.</i>
	<p><b>Question:</b> Where are some places you can get books?</p> <p><b>ESR:</b> Answers will vary but may include any combination of the following: library, bookstore, school library, etc.</p>	<p><b>Question:</b> Does it matter where we get books from? Explain your rationale.</p> <p><b>ESR:</b> No, it doesn't matter where your books come from. It's only important to have access to books and are able to build a love of reading as a result of that access.</p>
	<b>Build</b> <i>Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.</i>	<b>Bridge</b> <i>Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.</i>
	<p><b>Question:</b> In the story we can see that not everyone has easy access to books, what are some of the challenges that you have faced in accessing books?</p> <p><b>ESR:</b> Answers will vary, but encourage students to think deeply about any times they haven't had easy access to books. Some examples may include not having a way to get to the local library, bookstore or money to purchase books.</p>	<p><b>Question:</b> Why do people go through extreme means to get books? What does this tell us about the importance of reading? How would you be willing to help others so they could have easier access to books?</p> <p><b>ESR:</b> Answers may vary. People want to build a good fountain of knowledge or escape the reality that they are in. This tells us that reading is important and can help build knowledge for a better future. One way we can help others access books is by donating books and taking care of those we do have access to.</p>

**Layer 1: Universal Supports**

*High-quality core instruction for all students*

In New Mexico we believe that all students deserve access to high-quality grade-level texts to show proficiency with reading and comprehension as outlined in the New Mexico standards. These universal supports provide core instruction that allow students to comprehend complex texts by providing access points and opportunities for deep thinking.

1. Pre-teach Tier 2 Vocabulary Words
  - Tier 2 Vocabulary are words that are more likely to appear in text than speech. Pre-teaching these words before diving into a text allows students to better understand the text because their cognitive load can be focused more on comprehension. To learn more, please visit Resource Guide on [Vocabulary Instruction with Complex Texts](#)
  - Choose words that are not implicitly or explicitly defined within the text.
2. Annotate/Create Text-Dependent questions to push student thinking to think about themes and central ideas, knowledge of vocabulary, or syntax and structure following the steps outlined in this resource guide. To learn more, please visit Resource Guide on [Text Dependent Questions with Complex Texts](#)
  - Crafting and using text dependent questions throughout a complex text allows the reader to chunk the text to better focus on meaning. They also teach the reader how to think deeply about a text and use evidence from the text to support that thinking.

**Universal Supports**

*The details listed below apply to the specific text in the bottom-most box and are meant to offer examples of how universal supports can be planned for lessons using an appropriately complex text.*

Tier 2 Vocabulary to Preteach	Text Dependent Question
<p><b>Vocabulary Word:</b> <u>Civil</u></p> <p><b>Think Aloud:</b> In this text "civil" refers to region-territory.</p>	<p><b>Question:</b> How would you define surge based on how it is used in the following sentence, "These children live in poverty, but the blue library truck brings a <u>surge</u> of happiness and curiosity. "</p> <p><b>ESR:</b> I would define the word surge, as a strong flood of emotions. In this case happiness.</p>

**Tier 2 Vocabulary**

Since the breakup of the Soviet Union, Azerbaijan has been torn by civil conflict. People speak Azerbaijani, but Russian is also spoken, mostly in the capital of the country.

(pg. 9)

My Librarian is a Camel by Margreit Ruurs

[Link to the full text](#)

**Text Dependent Question**

These children live in poverty, but the blue library truck brings a surge of happiness and curiosity.

(pg. 6)

My Librarian is a Camel by Margreit Ruurs

[Link to the full text](#)

Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Informational (RI)</b>	<b>Key Ideas and Details</b>
<b>RI.5.3</b>	<b>Sample Task #2 (Constructed Response)</b>	
	<p>From Cognia: 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.</p>	
	<b>Exemplar Student Responses</b>	
	<p>The response may include, but is not limited to the following:</p> <p>Similarities</p> <ul style="list-style-type: none"> <li>● driver had to contend with darkness, little daylight</li> <li>● dangerous weather conditions – freezing cold, “bitter wind,” blinding snow</li> <li>● dangerous trail conditions – icy, ravines, blizzards</li> <li>● long, isolated journey • humans and dogs need supplies and protection from icy conditions</li> </ul> <p>Differences</p> <ul style="list-style-type: none"> <li>● in the past race, drivers did the race in a relay, now each driver must run the whole race by themselves</li> <li>● the original journey was 674 miles long (because the first part was done by train), now the race is 1,100 miles long 16</li> <li>● 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</li> <li>● in the past, drivers would have had to carry their supplies, now supplies are airlifted in to checkpoints along the trail</li> <li>● 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</li> <li>● trail is now wider and better maintained than it was in the past</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 3	Synthesize
<b>Possible Aligned Language Objectives</b>		<b>Possible Misconceptions</b>

- Students can compare and contrast evidence from both texts to support a claim. (Argue Writing-Expanding)

- 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

Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: informational (RI)</b>	<b>Craft and Details</b>
<b>RI.5.6</b>	<b>Sample Task #3 (Constructed Response)</b>	
	<p>From: Cogna:            “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"> <li>● Be sure to write an introduction and a conclusion.</li> <li>● Be sure to organize your writing around a main idea.</li> <li>● Be sure to organize the events in the order they happen in the article.</li> </ul>	
	<b>Exemplar Student Responses</b>	
	<ul style="list-style-type: none"> <li>● 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)</li> <li>● 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)</li> <li>● 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)</li> <li>● 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)</li> <li>● 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)</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 3	Analyze
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
<ul style="list-style-type: none"> <li>● Students can summarize the account from the point of view o the father (Recount, Writing, Reaching)</li> </ul>	<ul style="list-style-type: none"> <li>● Students may fail to state a claim/ main idea.</li> <li>● Students may write an account that is from the incorrect point of view.</li> <li>● Students may select details that do not reflect the sequential order of the text.</li> </ul>	

5	Reading: informational (RI)	Integration of Knowledge and Ideas
RI.5.9	<b>Sample Task #4 (Constructed Response)</b>	
	<p>From Cognia: 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"> <li>● Be sure to describe the different jobs the meteorologist would expect to do.</li> <li>● Be sure to include the types of tools and equipment the meteorologist would expect to work with.</li> <li>● Use evidence from both articles in your response.</li> </ul>	
	<b>Exemplar Student Responses</b>	
	<p>Meteorologists are scientists who study weather. (main idea)</p> <ul style="list-style-type: none"> <li>● Meteorologists study different areas of weather to learn and predict future weather. (main idea)</li> <li>● Meteorologists study “temperature changes, air pressure, clouds, moisture, and wind” within Earth’s atmosphere. (factual evidence)</li> <li>● Some meteorologists may work as weather forecasters and be on television. (supporting detail)</li> </ul> <p>These weather reporters have to learn and use green screens. (evidence and support)</p> <ul style="list-style-type: none"> <li>● Meteorologists collect information about weather and study patterns in order to make predictions. (supporting detail)</li> <li>● Meteorologists use tools and technology, including rain gauges, barometers, radar, computer programs, and satellites, to do their job. (factual evidence)</li> </ul>	
	<b>DOK</b>	<b>Blooms</b>
	Level 3	Synthesize
	<b>Possible Aligned Language Objectives</b>	<b>Possible Misconceptions</b>
	<ul style="list-style-type: none"> <li>● Students can identify relevant pieces of evidence in the text to write a job description (Argue, Reading, Developing)</li> <li>● Students can draw on different pieces of text evidence as support for claims in the creation of the job description (Argue, Reading, Reaching)</li> </ul>	<ul style="list-style-type: none"> <li>● Students may not cite from both texts to write their job description.</li> <li>● Students may miss key details about what it means to be a meteorologist.</li> <li>● Students may include things the meteorologist did in each story, rather than creating a job description.</li> </ul>

Multiple Choice Assessment Items		
Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Informational (RI)</b>	<b>Key Ideas and Details</b>
<b>RI.5.1</b>	<p>According to the article “Simple Machines,” where did people live during the Stone Age?</p> <p><b>A) in places where they found food</b>            B) on farms where they planted food            C) in houses that they built with simple tools            D) on small boats from which they could fish</p> <p>Text Reference: <a href="#">Simple Machines; Levers</a></p>	
<b>RI.5.1</b>	<p>In “1925: Mush!,” what is the most likely reason that Dr. Welch was worried about the sick child?</p> <p>A) He had seen the terrible effects of a similar disease.  <b>B) He knew that more children would catch the disease.</b>            C) He believed there was no known cure for the disease.            D) He had no idea what could be causing the disease</p> <p>Text Reference: <a href="#">1925: Mush!</a></p>	
<b>RI.5.2</b>	<p>Which sentence is the best summary of paragraph 3 of “1925: Mush!”?</p> <p>A) Anchorage had ships and airplanes that could not be used in winter.  <b>B) There was serum in Anchorage but no way to get it to other towns.</b>            C) The children in Anchorage were healthier than the children in Nome.            D) The serum in Anchorage would freeze if it were brought into the cold.</p> <p>Text Reference: <a href="#">1925: Mush!</a></p>	
<b>RI.5.2</b>	<p>What is the main purpose of the first paragraph of “The Iditarod Race”?</p> <p><b>A) to give the reader background information about the race</b>            B) to help the reader imagine the setting of the race            C) to share an opinion about the value of the race            D) to describe the people who started the race</p> <p>Text Reference: <a href="#">1925: Mush!</a></p>	

Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Informational (RI)</b>	<b>Craft and Structure</b>
<b>RI.5.4</b>	<p>Read the sentence from paragraph 3 of “Living with Dust Storms.”</p> <p>And he took her — they all got outside as soon as they knew that the ceiling was fallin’ in as a result of the dust <u>sifting</u> in.</p> <p>What does the narrator mean by the word <b>sifting</b>?</p> <ul style="list-style-type: none"> <li>A) mixing and filling</li> <li><b>B) covering and seeping</b></li> <li>C) pounding and pouring over</li> <li>D) separating and picking apart</li> </ul> <p>Text Reference: <a href="#">Living with Dust Storms &amp; Dust Bowl</a></p>	
<b>RI.5.4</b>	<p>Read the sentence from paragraph 1 of “Dust Bowl.”</p> <p>There was little or no <u>visibility</u>.</p> <p>What is the word <u>visibility</u> referring to?</p> <ul style="list-style-type: none"> <li>A) the ability to make clear choices</li> <li><b>B) the ability to see in a dust storm</b></li> <li>C) the wind speed on a stormy night</li> <li>D) the amount of dust in a certain area</li> </ul> <p>Text Reference: <a href="#">Living with Dust Storms &amp; Dust Bowl</a></p>	
<b>RI.5.5</b>	<p>Which statement from the article “French Support for the American Revolution” shows a cause-and-effect relationship between events?</p> <ul style="list-style-type: none"> <li>A) “In 1776, American colonists declared their independence from England’s king.”</li> <li>B) “France had recently experienced the Enlightenment, an age of new ideas.”</li> <li>C) “He and other Frenchmen traveled to America and volunteered to fight with the colonists.”</li> <li><b>D) “After the French helped America win the war against England, America’s new freedoms encouraged changes in France.”</b></li> </ul> <p>Text Reference: <a href="#">Benjamin Franklin’s Work in France; French Support for the American Revolution</a></p>	
<b>RI.5.5</b>	<p>According to the articles “Benjamin Franklin’s Work in France” and “French Support for the American Revolution,” how did America achieve its goal of obtaining help from France?</p> <ul style="list-style-type: none"> <li>A) by reminding France that England was strong and threatening</li> <li>B) by having goals such as freedom that interested volunteers from France</li> <li><b>C) by making sure that the king and government of France supported the war</b></li> <li>D) by having someone who was popular in France to argue for American war needs</li> </ul> <p>Text Reference: <a href="#">Benjamin Franklin’s Work in France; French Support for the American Revolution</a></p>	

Grade	CCSS Domain	CCSS Strand
<b>5</b>	<b>Reading: Informational (RI)</b>	<b>Integration of Knowledge and Ideas</b>
<b>RI.5.7</b>	<p>According to the articles “The Story of Penicillin” and “The Development of Pasteurization,” both Fleming and Pasteur</p> <ul style="list-style-type: none"> <li>A) were boastful about their achievements.</li> <li><b>B) were determined to find answers to problems.</b></li> <li>C) were from families that had training and careers in science.</li> <li>D) were willing to help other scientists complete their work first.</li> </ul> <p>Text Reference: <a href="#">The Story of Penicillin; The Development of Pasteurization</a></p>	
<b>RI.5.7</b>	<p>What concept is common to the boxed text in the articles “The Story of Penicillin” and “The Development of Pasteurization”?</p> <ul style="list-style-type: none"> <li>A) studying how microbes move</li> <li><b>B) ending diseases and destroying bacteria</b></li> <li>C) encouraging the use of natural substances</li> <li>D) understanding the work of doctors and scientists</li> </ul> <p>Text Reference: <a href="#">The Story of Penicillin; The Development of Pasteurization</a></p>	
<b>RI.5.8</b>	<p>Which paragraph in “The Story of Penicillin” helps the author explain that the number of people with infections decreased because of the findings based on Fleming’s work?</p> <ul style="list-style-type: none"> <li>A) paragraph 1</li> <li>B) paragraph 3</li> <li>C) paragraph 4</li> <li><b>D) paragraph 6</b></li> </ul> <p>Text Reference: <a href="#">The Story of Penicillin; The Development of Pasteurization</a></p>	
<b>RI.5.8</b>	<p>Which statement from the article “The Development of Pasteurization” best supports the author’s claim that Louis Pasteur is considered one of the fathers of the science of microbiology?</p> <ul style="list-style-type: none"> <li>A) “Sometimes people get sick from exotic bacteria and viruses they encounter while traveling in faraway places.”</li> <li><b>B) “Pasteur was a French scientist who throughout his life made many important discoveries, especially about the cause and prevention of disease.”</b></li> <li>C) “Second, pasteurization increases the shelf life of the milk, which means that it can be kept longer without spoiling.”</li> <li>D) “Some nutrition experts say that pasteurizing can decrease the nutrients in milk and that raw, or unpasteurized, milk is better for people.”</li> </ul> <p>Text Reference: <a href="#">The Story of Penicillin; The Development of Pasteurization</a></p>	