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

⚓	*Anchor Standard*	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.
	Priority Standard	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

- **Key Ideas and Details**
  - CCSS.RI.5.1
  - CCSS.RI.5.2
  - CCSS.RI.5.3
- **Craft and Structure**
  - CCSS.RI.5.4
  - CCSS.RI.5.5
  - CCSS.RI.5.6

- **Integration of Knowledge and Ideas**
  - CCSS.RI.5.7
  - CCSS.RI.5.8
  - CCSS.RI.5.9
- **Range of Reading Level and Text Complexity**
  - CCSS.RI.5.10

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
5	**Reading: Informational (RI)**	**Key Ideas and Details**

Standard	Vertical Alignment	
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	*Previous Grades:* RI.K.1, 1.1, 2.1, 3.1, 4.1	*Future Grades:* RI.6.1, 7.1, 8.1

Clarification Statement	Vocabulary for Teacher Development
Students quote correctly from the text to support their explanations of what the text clearly states, as well as the conclusions they have made.	● **explicit, explicitly:** stated clearly and directly, leaving no room for confusion or interpretation ● **inference:** a conclusion derived from logical reasoning following an investigation of available evidence

Students Who Demonstrate Understanding Can...

- explain what the text says explicitly
- draw inferences from the text's direct meaning.
- quote accurately from the text to support the explanation and inference.
- refer to details to explain information in a text. • use details to help generate inferences.

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RI.5.2

Anchor Standard: Key Ideas and Details
R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.	*Previous Grades:* RI.K.2, 1.2, 3.2, 4.2	*Future Grades:* 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.	**event:** a thing that happens; an occurrence **key details:** specific and important parts of the text that provide information, support, and elaboration **main idea(s)/topic**: the primary or main topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meanings **summary/summarize:** a brief statement of the main points of a larger work or text; the act of providing such a statement or account

Students Who Demonstrate Understanding Can...

- determine two or more main ideas of a text.
- determine the main purpose of a paragraph or section of a text.
- use key text evidence to support the main ideas of a text.
- summarize the text using the main idea(s) and key detail(s)

RI.5.3

Anchor Standard: Key Ideas and Details
R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Grade	CCSS Domain	CCSS Strand
5	**Reading: Informational (RI)**	**Key Ideas and Details**

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.	*Previous Grades:* RI.K.3, 1.3. 2.3, 3.3, 4.3	*Future Grades:* RI.6.3, 7.3, 8.3

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.	**historical text:** literary text, informational text, or media that builds the knowledge of a reader around historical events **scientific text:** literary text, informational text, or media that builds the knowledge of a reader around scientific findings **technical text**: informational text or media that teaches the reader how to do something or how something works

Students Who Demonstrate Understanding Can...

- read and comprehend historical, scientific, and technical texts.
- use text evidence to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in these texts.
- compare and contrast concepts in a text.

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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
5	**Reading: Informational (RI)**	**Craft and Structure**

Standard	Vertical Alignment	
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	*Previous Grades:* RI.K.4, 1.4, 2.4, 3.4, 4.4	*Future Grades:* RI.6.4, 7.4, 8.4

Clarification Statement	Vocabulary for Teacher Development
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.	**domain:** specific vocabulary/words/phrases Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation **general academic**: Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) **topic:** the subject or matter being discussed or written about in a text, speech, etc

Students Who Demonstrate Understanding Can...

- locate academic and domain specific words and phrases in a text.
- determine the meaning of words and phrases in grade 5 topic and subject areas.

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RI.5.5

Anchor Standard: Craft and Structure
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.

Grade	CCSS Domain	CCSS Strand
5	**Reading: Informational (RI)**	**Craft and Structure**

Standard	Vertical Alignment	
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	*Previous Grades:* RI.K.5, 1.5, 2.5, 3.5, 4.5	*Future Grades:* RI.6.5, 7.5, 8.5

Clarification Statement	Vocabulary for Teacher Development
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.	● **compare:** in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar ● **event:** a thing that happens; an occurrence ● **chronology:** the arrangement of dates or events in order of their occurrence

Students Who Demonstrate Understanding Can...

● compare and contrast text structures across two or more texts.
● compare and contrast events, ideas, and information across two or more texts.

RI.5.6

Anchor Standard: Craft and Structure
R.6: Assess how point of view or purpose shapes the content and style of a text.

Grade	CCSS Domain	CCSS Strand
5	**Reading: Informational (RI)**	**Craft and Structure**

Standard	Vertical Alignment	
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	*Previous Grades:* RI.K.6, 1.6, 2.6, 3.6, 4.6	*Future Grades:* RI.6.6, 7.6, 8.6

Clarification Statement	Vocabulary for Teacher Development
Students examine two or more accounts of the same event or topic. Students compare and contrast the points of view represented.	**analyze:** to critically examine the components of a subject to understand its meaning and/or nature as a whole **point of view:** a narrator's, writer's, or speaker's position with regard to the events of a narrative; one's stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument **topic:** the subject or matter being discussed or written about in a text, speech, etc.

Students Who Demonstrate Understanding Can...

- read two accounts of the same event or topic.
- determine the points of view in these accounts.
- compare and contrast points of view across accounts of the same event or topic.

RI.5.7

Anchor Standard: Integration of Knowledge and Ideas
R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.	*Previous Grades:* RI.K.7, 1.7, 2.7, 3.7, 4.7	*Future Grades:* 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	● **digital sources:** refers to sources that present information through digital media, such as digital databases, online articles, websites, informational videos, etc. Digital sources are cited with a date of access as the information may be dynamically changeable, unlike print and other non-digital formats

Students Who Demonstrate Understanding Can...

● select information from multiple print or digital sources.
● ask questions and locate answers in the text.
● solve problems efficiently and communicate solutions using information located in a text.

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RI.5.8

Anchor Standard: Integration of Knowledge and Ideas
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.

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).	*Previous Grades:* RI K.8, 1.8, 2.8, 3.8, 4.8	*Future Grades:* RI 6.8, 7.8, 8.8

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.	**evidence:** facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement. **reasons/reasoning:** an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic **claims:** state or assert that something is the case, typically without providing evidence or proof

Students Who Demonstrate Understanding Can...

- determine the author's central idea, point or argument in a text.
- trace the author's argument or point in the text using reasons and evidence.
- explain how the author uses reasons/ evidence to support a point in the text.
- connect reasons and evidence to points/ arguments.

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RI.5.9

Anchor Standard: Integration of Knowledge and Ideas
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.

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.	*Previous Grades:* RI K.9, 1.9, 2.9, 3.9, 4.9	*Future Grades:* 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.	● **topic:** the subject or matter being discussed or written about in a text, speech, etc. ● **integrate:** combine (one thing) with another so that they become a whole ● **synthesize:** combine ideas and thoughts to create new understandings that can be applied to the world around you

Students Who Demonstrate Understanding Can...

● gather relevant information from multiple texts on the same topic.
● integrate/ synthesize this information.
● write or speak about the topic knowledgeably using.
● evidence gained from the texts.

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	*Previous Grades:* RI K.10, 1.10, 2.10, 3.10, 4.10	*Future Grades:* RI 6.10, 7.10, 8.10

Clarification Statement	Vocabulary for Teacher Development
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.	● **independently:** 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. ● **proficient/ proficient:** 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 ● **text complexity band:** 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)

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**

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Grade	CCSS Domain	CCSS Strand
5	**Reading: Informational (RI)**	**Key Ideas and Details**

RI.5.1 RI.5.3	**Sample Task #1 (Constructed Response)**

From: My Librarian is a Camel by Margreit Ruurs
[Link to the full text](#)

Using the entire text as a point of reference, answer the following questions:
- Which country do you believe has the most difficult library system?
- Which country do you believe has the most interesting library system?
Be sure to explain your answers using evidence from the text.

Exemplar Student Responses

Most difficult library system (answers may vary):
- The country that has the most difficult library system is Thailand.
- The text states that only a few of the villages can be reached by foot and the area is full of mountains.
- The rainy season makes transportation even more difficult, so elephants are used to transport the books.
- 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.

Most interesting library system (answers may vary):
- Mongolia's library system is the most interesting to me because of the way food/ candy was used to motivate kids to read books.
- Jambyn Dashdondog is a Mongolian author who looked for creative ways to encourage reading in Mongolia.
- He called his book tours Ammtai Nom which means "candy books." The children were given food, including sweets, before sharing the books.
- After reading Mr. Dashdondog would ask the children, "Which was sweeter: books or candies?" The children always answer: "BOOKS! |

DOK	Blooms
Level 3	Evaluating
Possible Aligned Language Objectives	**Possible Misconceptions**
● Students can identify relevant pieces of evidence in the text as support for claims the most difficult and interesting library systems (Argue, Reading, Reaching)	● Students may not cite appropriate text evidence to support their claims. ● Students may struggle determining the difference in difficulty of the various library systems.

	Evidence of Text Complexity and Cultural and Linguistic Responsiveness
RI.5.1 **RI.5.3**	**Text Summary and evidence of Complexity:** ● 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. **Evidence of Cultural and Linguistic Responsiveness:** ● **Who is represented in the text used to assess this cluster of standards?** Students from across the world. Some of the students represented are students from Canada, Finland, Kenya, Mongolia, Peru, and Thailand. ● **How are those groups and individuals portrayed?** 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. ● **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?** 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. ● **What supports are provided to teachers to identify blind spots?** 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. ● **How is this text culturally/linguistically responsive?**

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

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VABB Analysis	
Validate	**Affirm**
The intentional and purposeful legitimization of the home culture and language of the student.	*The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by corporate mainstream.*
Question: Where are some places you can get books? *ESR:* Answers will vary but may include any combination of the following: library, bookstore, school library, etc.	**Question:** Does it matter where we get books from? Explain your rationale. *ESR:* 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.
Build	**Bridge**
Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.	*Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
Question: 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? *ESR:* 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.	**Question:** 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? *ESR:* 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.

RI.5.1
RI.5.3

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 <mark>Vocabulary Instruction with Complex Texts</mark>
   - Choose words that are <u>not</u> 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 <mark>Text Dependent Questions with Complex Texts</mark>
   - *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
Vocabulary Word: <u>Civil</u> **Think Aloud:** In this text "civil" refers to region-territory.	**Question**: 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. " **ESR**: I would define the word surge, as a strong flood of emotions. In this case happiness.

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

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Grade	CCSS Domain	CCSS Strand
5	**Reading: Informational (RI)**	**Key Ideas and Details**

Sample Task #2 (Constructed Response)
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.

Exemplar Student Responses

RI.5.3

The response may include, but is not limited to the following:

Similarities
- driver had to contend with darkness, little daylight
- dangerous weather conditions – freezing cold, "bitter wind," blinding snow
- dangerous trail conditions – icy, ravines, blizzards
- long, isolated journey • humans and dogs need supplies and protection from icy conditions

Differences
- in the past race, drivers did the race in a relay, now each driver must run the whole race by themselves
- the original journey was 674 miles long (because the first part was done by train), now the race is 1,100 miles long 16
- in the past, the drivers did not receive any help, now lots of people help to prepare for the race and make sure the drivers and dogs are ready
- in the past, drivers would have had to carry their supplies, now supplies are airlifted in to checkpoints along the trail
- in the past, the race had to be organized ahead of time by telegraph, now there would be lots of different ways for the drivers and organizers to communicate
- trail is now wider and better maintained than it was in the past

DOK	**Blooms**
Level 3	Synthesize

Possible Aligned Language Objectives	**Possible Misconceptions**

	● 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
5	**Reading: informational (RI)**	**Craft and Details**

<table>
<tr><td colspan="2">Sample Task #3 (Constructed Response)</td></tr>
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RI.5.6	From: Cognia: "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. ● Be sure to write an introduction and a conclusion. ● Be sure to organize your writing around a main idea. ● Be sure to organize the events in the order they happen in the article.

Exemplar Student Responses

● The student describes, in a logical sequence that is based on the events in the original article, how the father feels, what the father thinks, and how the father acts. (logical sequence/narrator/point of view)
● The student may draw on the author's description of the first event in the article, traveling to Texoma in 1933, and provide similar impressions about the "low dust blowing off of the fields" from the father's point of view. (specific details)
● The student may describe preparations for dust storms mentioned in paragraph 1: "our parents had to turn the plates upside-down on the tables and cover 'em with a sheet." The student may indicate the father's concern for the safety of his family during the storm. (specific details)
● The student may describe the father's actions in paragraph 2 as he "took the hoe and ax and a scoop to the cellar." The student may also describe the father's likely fear and anxiety as the family sat in the dirt-covered cellar. (specific description)
● The student may describe the father's helpful role in the roof's collapse in paragraph 3. The student may include actual dialogue from the article, such as "'Grab that kid, Mom,'" to emphasize the father's leadership. (specific details/description)

DOK	Blooms
Level 3	Analyze

Possible Aligned Language Objectives	Possible Misconceptions
● Students can summarize the account from the point of view o the father (Recount, Writing, Reaching)	● Students may fail to state a claim/ main idea. ● Students may write an account that is from the incorrect point of view. ● Students may select details that do not reflect the sequential order of the text.

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5	Reading: informational (RI)	Integration of Knowledge and Ideas

RI.5.9	

Sample Task #4 (Constructed Response)

From Cognia:
Both articles include information about what meteorologists do. Write a thorough job description for a meteorologist using information from both articles.
- Be sure to describe the different jobs the meteorologist would expect to do.
- Be sure to include the types of tools and equipment the meteorologist would expect to work with.
- Use evidence from both articles in your response.

Exemplar Student Responses

Meteorologists are scientists who study weather. (main idea)
- Meteorologists study different areas of weather to learn and predict future weather. (main idea)
- Meteorologists study "temperature changes, air pressure, clouds, moisture, and wind" within Earth's atmosphere. (factual evidence)
- Some meteorologists may work as weather forecasters and be on television. (supporting detail)

These weather reporters have to learn and use green screens. (evidence and support)
- Meteorologists collect information about weather and study patterns in order to make predictions. (supporting detail)
- Meteorologists use tools and technology, including rain gauges, barometers, radar, computer programs, and satellites, to do their job. (factual evidence)

DOK	Blooms
Level 3	Synthesize

Possible Aligned Language Objectives	Possible Misconceptions
• Students can identify relevant pieces of evidence in the text to write a job description (Argue, Reading, Developing) • Students can draw on different pieces of text evidence as support for claims in the creation of the job description (Argue, Reading, Reaching)	• Students may not cite from both texts to write their job description. • Students may miss key details about what it means to be a meteorologist. • Students may include things the meteorologist did in each story, rather than creating a job description.

Multiple Choice Assessment Items		
Grade	*CCSS Domain*	*CCSS Strand*
5	**Reading: Informational (RI)**	**Key Ideas and Details**

RI.5.1	According to the article "Simple Machines," where did people live during the Stone Age?
	    A) in places where they found food
	    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
	
	Text Reference: Simple Machines; Levers

RI.5.1	In "1925: Mush!," what is the most likely reason that Dr. Welch was worried about the sick child?
	    A) He had seen the terrible effects of a similar disease.
	    B) He knew that more children would catch the disease.
	    C) He believed there was no known cure for the disease.
	    D) He had no idea what could be causing the disease
	
	Text Reference: 1925: Mush!

RI.5.2	Which sentence is the best summary of paragraph 3 of "1925: Mush!"?
	    A) Anchorage had ships and airplanes that could not be used in winter.
	    B) There was serum in Anchorage but no way to get it to other towns.
	    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.
	
	Text Reference: 1925: Mush!

RI.5.2	What is the main purpose of the first paragraph of "The Iditarod Race"?
	    A) to give the reader background information about the race
	    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
	
	Text Reference: 1925: Mush!

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Grade	CCSS Domain	CCSS Strand
5	**Reading: Informational (RI)**	**Craft and Structure**

RI.5.4	Read the sentence from paragraph 3 of "Living with Dust Storms."
	
	 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.
	
	 What does the narrator mean by the word **sifting**?
	    A) mixing and filling
	    B) covering and seeping
	    C) pounding and pouring over
	    D) separating and picking apart
	
	 Text Reference: [Living with Dust Storms & Dust Bowl](#)

RI.5.4	Read the sentence from paragraph 1 of "Dust Bowl."
	
	 There was little or no <u>visibility</u>.
	
	 What is the word <u>visibility</u> referring to?
	    A) the ability to make clear choices
	    B) the ability to see in a dust storm
	    C) the wind speed on a stormy night
	    D) the amount of dust in a certain area
	
	 Text Reference: [Living with Dust Storms & Dust Bowl](#)

RI.5.5	Which statement from the article "French Support for the American Revolution" shows a cause-and-effect relationship between events?
	    A) "In 1776, American colonists declared their independence from England's king."
	    B) "France had recently experienced the Enlightenment, an age of new ideas."
	    C) "He and other Frenchmen traveled to America and volunteered to fight with the colonists."
	    D) "After the French helped America win the war against England, America's new freedoms encouraged changes in France."
	
	 Text Reference: [Benjamin Franklin's Work in France; French Support for the American Revolution](#)

RI.5.5	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?
	    A) by reminding France that England was strong and threatening
	    B) by having goals such as freedom that interested volunteers from France
	    C) by making sure that the king and government of France supported the war
	    D) by having someone who was popular in France to argue for American war needs
	 Text Reference: [Benjamin Franklin's Work in France; French Support for the American Revolution](#)

Grade	*CCSS Domain*	*CCSS Strand*
5	**Reading: Informational (RI)**	**Integration of Knowledge and Ideas**

RI.5.7	According to the articles "The Story of Penicillin" and "The Development of Pasteurization," both Fleming and Pasteur
	    A) were boastful about their achievements.
	    B) were determined to find answers to problems.
	    C) were from families that had training and careers in science.
	    D) were willing to help other scientists complete their work first.
	
	Text Reference: The Story of Penicillin; The Development of Pasteurization

RI.5.7	What concept is common to the boxed text in the articles "The Story of Penicillin" and "The Development of Pasteurization"?
	    A) studying how microbes move
	    B) ending diseases and destroying bacteria
	    C) encouraging the use of natural substances
	    D) understanding the work of doctors and scientists
	
	Text Reference: The Story of Penicillin; The Development of Pasteurization

RI.5.8	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?
	    A) paragraph 1
	    B) paragraph 3
	    C) paragraph 4
	    D) paragraph 6
	
	Text Reference: The Story of Penicillin; The Development of Pasteurization

RI.5.8	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?
	    A) "Sometimes people get sick from exotic bacteria and viruses they encounter while traveling in faraway places."
	    B) "Pasteur was a French scientist who throughout his life made many important discoveries, especially about the cause and prevention of disease."
	    C) "Second, pasteurization increases the shelf life of the milk, which means that it can be kept longer without spoiling."
	    D) "Some nutrition experts say that pasteurizing can decrease the nutrients in milk and that raw, or unpasteurized, milk is better for people."
	
	Text Reference: The Story of Penicillin; The Development of Pasteurization