

Essential Standards Chart: What is it we expect students to learn?

Grade: 5th Subject: Reading

Standard Description	Example Rigor	Prior Skills/Vocabulary	Common Assessments	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly words. Please add standard	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standards?
RL.5.2 I can determine the theme of a fiction text by thinking about the details in the text.		RL.4.2 Figure out the theme of a fiction text by thinking about the details in the text.		Unit 1	R.L.6. 2. *Determine a theme of a text and how it is conveyed through particular details.
RL.5.2 I can explain how characters respond to challenges when discussing the theme of a story. RL.5.2 I can explain how the speaker in a poem reflects upon a topic when discussing the theme of the poem.		RL.4.2 Figure out the theme of a fiction text by thinking about the details in the text.		Unit 1	R.L. 6.2- *Determine a theme of a text and how it is conveyed through particular details.
RL.5.2 I can summarize a fiction text in my own words.		RL.4.2 Summarize a fiction text in my own words.		Unit 1	R.L.6.2--*Provide an objective summary
RL.5.3 I can compare and contrast characters,		RL.4.3 Use specific details in fiction text		Unit 1, 2	RL.6.3 Describe how a story's or drama's plot

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setting or events using details in the text to support my comparison.		to help describe a character, setting or event in the story.			unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.
RL.5.5 I can explain how chapters, scenes or stanzas fit together to give structure to stories, plays and poems.		RL.4.5 Write or talk about the differences between poems, plays and fictional stories.		Unit 1	RL. 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
RL.5.6 I can describe how a narrator's or speaker's point of view influences a fiction text.		RL.4.6 Compare and contrast different stories by thinking about the points of view from which they are told; tell the difference		Unit 3	RL.6.6 Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.

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		between first- and third- person narrators.			
RL.5.7 I can explain how visuals contribute to a story.		RL.4.7 Make connections between a written text and a visual or oral presentation of the same text.		Unit 4	RL. 6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
RL.5.9 I can compare and contrast similar themes or topics in stories from the same fiction genre.		RL.4.9 Compare and contrast how authors from different cultures write about patterns of events (e.g., the		Unit 1, 4	RL. 6.9 Compare and contrast texts in different forms or genres (stories, and poems, historical novels and fantasy stories) in terms of their

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		quest) in stories, myths and traditional literature.			approaches to similar themes and topics.
RI.5.2 I can determine two or more main ideas in informational texts.		RI.4.2 Figure out the main idea in informational texts.		Unit 2	RI. 6.2 Examine a grade-appropriate informational text. *Provide an objective summary *Determine a central idea and how it is conveyed through particular details.
RI.5.2 I can explain how the main ideas in informational texts are supported by the details in the text.		RI.4.2 Explain how the main idea in informational texts is supported by the details in the text.		Unit 2	R.I.6.2--Determine a central idea and how it is conveyed through particular details
RI.5.2 I can summarize informational texts I have read.		RI.4.2 Use own words to summarize		Unit 2	R.I. 6.2--Provide an objective summary

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		informational texts.			
RI.5.3 I can explain the relationships or interactions between two or more individuals, events, or ideas in historical, scientific, and technical texts using specific information from the text.		RI.4.3 Read about and explain historical events and tell why they happened using information that was given in the text; read about a scientific procedure, idea or concept and explain what and why it happened using information that was given in the text; read about a technical procedure, idea or concept and explain what and		Unit 2	RI. 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g. through examples or anecdotes).

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		why it happened using information that was given in the text.			
RI.5.5 I can compare and contrast the organization (e.g., time order, comparison, cause & effect or problem & solution) of events, ideas, concepts or information in two or more informational texts.		RI.4.5 Describe the organization (e.g., time order, comparison, cause & effect or problem & solution) of events, ideas, concepts or information in informational texts.		Unit 2	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
RI.5.6 I can analyze multiple accounts of the same event or topic by discussing similarities and differences in their points of view.		RI.4.6 Compare and contrast the information given in a firsthand account (a person who was present) and		Unit 3	RI.6.6 Determine an author's point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text.

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		secondhand account (a person who was not present, but was told) of the same event or topic.			
RI.5.7 I can use different types of informational texts to locate an answer or to solve a problem.		RI.4.7 Figure out, understand and use information from charts, graphs, diagrams, time lines, animations or other internet presentations to help me explain my understanding of informational texts.		Unit 2	R.I. 6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.5.8 I can explain how an author uses specific reasons and evidence to		RI.4.8 Explain how an author uses reasons and		Unit 3	RI. 6.8 Trace and evaluate the argument and specific claims in a text,

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support particular points in informational texts.		evidence to support particular points in informational text.			distinguishing claims that are supported by reasons and evidence from claims that are not.
RI.5.9 I can use information from several different informational texts on the same topic to help me write or speak with knowledge about the topic.		RI.4.9 Use information from two different informational texts on the same topic to write or speak with knowledge about the topic.		Unit 2	RI. 6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).