Fifth Grade Standards Alignment

Reading Reconsidered Curriculum Standards Alignment

The following table contains our most frequently asked question types with the standards that these questions typically support.

Frequently Used Question Type	Sample Questions/Description	Standards Often Supported
Knowledge Based Questions	• What is the "blietzkrieg"? Why is that an accurate description of Germany's strategy? • Why might a young person's self-concept be more "malleable" than an adult's?	• **CCSS.ELA-LITERACY.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • **CCSS.ELA-LITERACY.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • **CCSS.ELA-LITERACY.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • **CCSS.ELA-LITERACY.RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). • **CCSS.ELA-LITERACY.RL.5.2** 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. • **CCSS.ELA-LITERACY.RL.5.3** 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).
Knowledge Feeding Questions	• Rosh Hashanah is a holiday celebrating the Jewish New Year, and it usually falls in September or October. Knowing this, explain the soldier's conversation with Mama on page 55. Why are Annemarie and Mama particularly frightened? • A refugee is a person who has been forced to leave their country in order to escape war, persecution, or natural disaster. What is the difference between a migrant and a refugee? Based on the article, do you think it was more appropriate to consider Okies refugees or migrants?	• **CCSS.ELA-LITERACY.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • **CCSS.ELA-LITERACY.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • **CCSS.ELA-LITERACY.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. • **CCSS.ELA-LITERACY.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Overlapping Questions	• What elements of Lewis's autobiography remind you of characters or situations in The Magician's Nephew? • How does the article on the Mexican Caste System change what you understand Miguel to be saying? • Let's imagine that Esperanza and Miguel's argument is intended to represent two sides of a historic debate — one that still exists today – about the American Dream. What two sides are being represented? With whom do you suspect James Truslow Adams would side?	• **CCSS.ELA-LITERACY.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • **CCSS.ELA-LITERACY.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • **CCSS.ELA-LITERACY.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • **CCSS.ELA-LITERACY.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. • **CCSS.ELA-LITERACY.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • **CCSS.ELA-LITERACY.RL.5.2** 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. • **CCSS.ELA-LITERACY.RL.5.3** 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).

Developmental Writing Questions	• Complete the following sentences:
	   o Digory is miserable because…
	   o Digory is miserable, but…
	   o Digory is miserable, so…
	
	• In one clear sentence, describe the difference between Mama's reaction and Annemarie's reaction, and explain why this might be. Start your sentence with the phrase, "While Annemarie…"
		• **CCSS.ELA-LITERACY.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		
		• **CCSS.ELA-LITERACY.L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		
		• **CCSS.ELA-LITERACY.L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		
		• **CCSS.ELA-LITERACY.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Line Level Close Reading Questions	• Paraphrase this line: "She figured that if she kept working until peaches, she would have enough for Abuelita's travel." • What might Max mean when he says, "Bless his pointed little head"? What might the "uh" in Grim's dialogue indicate? Why might Max repeat it in the narration? What is "okay by me" according to Max? Why might this be?	• **CCSS ELA-LITERACY.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • **CCSS.ELA-LITERACY.L.5.5.A** Interpret figurative language, including similes and metaphors, in context. • **CCSS.ELA-LITERACY.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

		• **CCSS.ELA-LITERACY.RL.5.2** 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. • **CCSS.ELA-LITERACY.RL.5.3** 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). • **CCSS.ELA-LITERACY.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • **CCSS.ELA-LITERACY.RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • **CCSS.ELA-LITERACY.RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.

Sensitivity Analysis Questions	• Reread Digory's thoughts from p. 89:
	
	Whatever happened, she must not be allowed to go rampaging about the house. Mother must not see her. And, if possible, she must not be allowed to go rampaging about London either.
	
	Compare it to the alternate version below:
	
	Whatever happened, she must not be allowed to go rampaging about London. And, if possible, she must not be allowed to go rampaging about the house either. Mother must not see her.
	
	   o In the altered version above, none of the words from the original text have been changed. What has been changed?
	   o What might the original reveal about Digory?
	   o How might the meaning of this excerpt change if Lewis had used the word "roaming" instead of "rampaging"?
		• **CCSS.ELA-LITERACY.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		
		• **CCSS.ELA-LITERACY.RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
		
		• **CCSS.ELA-LITERACY.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		
		• **CCSS.ELA-LITERACY.L.5.5**.A Interpret figurative language, including similes and metaphors, in context.

Summative Writing Tasks	• How might Lewis's writing of *The Magician's Nephew* be influenced by his life's experiences? Explain at least two parallels between his real life and his fiction.	• **CCSS.ELA-LITERACY.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • **CCSS.ELA-LITERACY.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	• What makes *Number the Stars* a coming-of-age narrative? Write a 3-4 paragraph essay to explain your thinking.	
Knowledge Organizers & Retrieval Practice	• Every other day students engage in Retrieval Practice to reinforce knowledge from the Knowledge Organizer. In this portion of the lesson, students are asked questions such as: ○ What is the Star of David? ○ What does the term "Kristallnacht" mean? What does that name refer to? ○ What German action started World War II in Europe? What year did this action take place? • Students are also asked to apply knowledge from the Knowledge Organizer in writing and speaking activities throughout the course of each lesson.	• **CCSS.ELA-LITERACY.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Explicit Vocabulary & Active Practice	• Every other day students are explicitly taught 1-3 vocabulary words and asked to apply them before beginning the lesson. • Vocabulary quizzes occur bi-weekly.	• **CCSS.ELA-LITERACY.L.5.5.C** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. • **CCSS.ELA-LITERACY.L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). • **CCSS.ELA-LITERACY.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Control the Game	• Throughout daily reading cycles, students are frequently expected to read aloud from the text with accurate decoding, prosody, and expression.	• **CCSS.ELA-LITERACY.RF.5.4** Read with sufficient accuracy and fluency to support comprehension. • **CCSS.ELA-LITERACY.RF.5.4 A** Read grade-level text with purpose and understanding. • **CCSS.ELA-LITERACY.RF.5.4.B** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • **CCSS.ELA-LITERACY.RF.5.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Everyday Discussion	• Questions throughout a lesson are reviewed using a variety of discussion strategies, including Turn & Talks, brief discussion, extended discussion, and Show Call.	• **CCSS.ELA-LITERACY.SL.5.1** 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. • **CCSS.ELA-LITERACY.SL.5.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.

| | | **CCSS.ELA-LITERACY.SL.5.1.C** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. **CCSS.ELA-LITERACY.SL.5.1.D** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |

Fifth Grade Standards Map

The following tables contain a list of 5th grade ELA Standards with a tick mark beside lesson activities that frequently address these standards

Standard	Activity Type							
	Knowledge Based Questions	Overlapping Questions	Establish Meaning Questions	Close Reading Questions	Developmental Writing	Sensitivity Analysis	Knowledge Organizers / Retrieval Practice	Embedded Text or Embellishment
CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✔	✔	✔	✔	✔			
CCSS.ELA-LITERACY.RL.5.2 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		✔	✔	✔				
CCSS.ELA-LITERACY.RL.5.3 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).	✔	✔	✔	✔	✔	✔		✔
CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.			✔	✔		✔		
CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.			✔	✔		✔		✔
CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.			✔	✔		✔		✔
CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty								✔

The 5th Grade Reading Literature Text Standards

of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).								
CCSS.ELA-LITERACY.RL.5.8 (RL.5.8 not applicable to literature)								
CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		✔		✔				✔
CCSS.ELA-LITERACY.RL.5.10 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.			✔	✔				✔

5th Grade Reading Informational Text Standards

Standard	Activity Type							
	Knowledge Based Questions	Overlapping Questions	Establish Meaning Questions	Close Reading Questions	Developmental Writing	Sensitivity Analysis	Knowledge Organizers / Retrieval Practice	Embedded Text or Embellishment
CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✔	✔	✔		✔			✔
CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	✔		✔	✔				✔
CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	✔	✔	✔	✔	✔		✔	✔
CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	✔	✔	✔	✔				✔
CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		✔						✔
CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		✔			✔			✔
CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		✔	✔					✔
CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).			✔	✔	✔			✔
CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		✔					✔	✔
CCSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	✔		✔	✔			✔	✔

5th Grade Speaking & Listening Standards				
Standard	**Activity Type**			
	Everyday Discussion	Turn & Talk	Read Aloud	Show Call
CCSS.ELA-LITERACY.SL.5.1 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.	✔	✔		✔
CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✔		✔	✔
CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	✔			✔
CCSS.ELA-LITERACY.SL.5.4 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.	✔			
CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.				
CCSS.ELA-LITERACY.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	✔			

5th Grade Language Standards						
Standard	**Activity Type**					
	Developmental Writing	Summative Writing	Revision Tasks	Line Level CR Qs	Sensitivity Analysis	Explicit Vocab and Active Practice
CCSS.ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✔	✔	✔			✔
CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✔	✔	✔			
CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✔	✔	✔			
CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.				✔		✔
CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				✔	✔	✔
CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	✔	✔	✔	✔		✔

5th Grade Writing Standards			
Standard	**Activity Type**		
	Developmental Writing Tasks	Summative Writing Tasks	Revision Tasks
CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		✔	✔
CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.			
CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		✔	
CCSS.ELA-LITERACY.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)			✔
CCSS.ELA-LITERACY.W.5.6 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.			
CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.			
CCSS.ELA-LITERACY.W.5.8 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.		✔	
CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		✔	
CCSS.ELA-LITERACY.W.5.10 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 discipline-specific tasks, purposes, and audiences.	✔	✔	