

Reading Benchmarks: Literature (L) and Informational Text (I)

Key Ideas and Details														
<p>5.1.1.1: L- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> • What is an inference you can make from the text? What context clues support your conclusion/prediction? • Using direct quotes or paraphrasing, what are key ideas or details from the text? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>		Date				Instruction	NF	IF	ML			
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<p>5.1.2.2: L- 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.</p>	<ul style="list-style-type: none"> • What is the theme of the text? • How do characters respond to challenges? (stories, dramas) • How does the speaker reflect on a topic? (poems) • Summarize the text. <p><i>Range of Text (cross out)</i></p> <table border="1"> <tr> <td>Stories</td> <td>Dramas</td> <td>Poems</td> </tr> </table>	Stories	Dramas	Poems	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>		Date				Instruction	NF	IF	ML
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<p>5.1.3.3: L- 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).</p>	<p>How are these characters/settings/events the same? Provide specific details from the text.</p>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>		Date				Instruction	NF	IF	ML			
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<p>5.2.1.1: I- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> • What is an inference you can make from the text? What context clues support your conclusion/prediction? • Using direct quotes or paraphrasing, what are key ideas or details from the text? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>		Date				Instruction	NF	IF	ML			
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<p>5.2.2.2: I- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<ul style="list-style-type: none"> • What are at least two main ideas in this text? • What are the key details that support the main ideas? • Summarize the text. 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>		Date				Instruction	NF	IF	ML			
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<p>5.2.3.3: I- 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>	<ul style="list-style-type: none"> • How are these people/ events/ideas/concepts connected? • Where did you find this information in the text? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>		Date				Instruction	NF	IF	ML			
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Craft and Structure														
<p>5.1.4.4: L- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<ul style="list-style-type: none"> • Why did the author choose this word/phrase? Does this word/phrase have other meanings? • What is an example of figurative language in the text? What does it mean? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>		Date				Instruction	NF	IF	ML			
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<p>5.1.5.5: L- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<ul style="list-style-type: none"> • How do the chapters/scenes/stanzas fit together to provide the structure of the text? <p><i>Range of Text (cross out)</i></p> <table border="1"> <tr> <td>Stories</td> <td>Dramas</td> <td>Poems</td> </tr> </table>	Stories	Dramas	Poems	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>		Date				Instruction	NF	IF	ML
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<p>5.1.6.6: L- Describe how a narrator's or speaker's point of view influences how events are described.</p>	<ul style="list-style-type: none"> • Who is telling the story? • What is the person telling the story thinking? Do they have a bias? How does this affect the story? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>		Date				Instruction	NF	IF	ML			
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<p>5.2.4.4: I- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>Student understands grade 5 vocabulary</p> <ul style="list-style-type: none"> • What does this word mean? • What does this phrase mean? • What does this root/affix mean? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>		Date				Instruction	NF	IF	ML			
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<p>5.2.5.5: I- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<ul style="list-style-type: none"> • How is the information presented? (chronology, comparison, cause/effect, problem/solution) • How is information presented in the same way? How is it presented in different ways? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>5.2.6.6: I- Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<ul style="list-style-type: none"> • What are the similarities and differences in the texts? • How does culture affect the point of view of the same event or topic? • How does the author’s point of view affect their writing? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>Integration of Knowledge and Ideas</p>																	
<p>5.1.7.7: L- 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).</p>	<ul style="list-style-type: none"> • How does the illustration contribute to the mood, tone, or beauty of the text? • Do the hyperlinks or videos help you understand the text? How does it add to the text? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>5.1.8.8: L- Not Applicable</p>																	
<p>5.1.9.9: L- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>When comparing two books in the same genre, how are these two books these characters/plots the same? How are the characters/plots different?</p> <p><i>Range of Text (cross out)</i></p> <table border="1"> <tr> <td>Adventures</td> <td>Folktales</td> <td>Legends</td> <td>Fables</td> <td>Fantasy</td> <td>Realistic Fiction</td> <td>Myths</td> </tr> </table>	Adventures	Folktales	Legends	Fables	Fantasy	Realistic Fiction	Myths	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
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<p>5.2.7.7: I- 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.</p>	<p>Student draws on information from multiple sources</p> <ul style="list-style-type: none"> • What print or digital information supports your thinking? • Where did you find information to support your thinking? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>5.2.8.8: I- 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>	<ul style="list-style-type: none"> • What reasons and evidence does the author provide to support their thinking? • Which reasons and evidence support which points? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>5.2.9.9: I- Integrate information from several texts on the same topic in order to <u>write or speak</u> about the subject knowledgeably.</p>	<ul style="list-style-type: none"> • What important points or key details are the same in these several texts? What is different? • How can you use evidence from several texts to support your writing or speaking about a subject? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>Range of Reading and Level of Text Complexity</p>																	
<p>5.1.10.10: L- By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band proficiently and independently.</p> <p>a. Self –select texts for personal enjoyment, interest, and academic tasks.</p>	<ul style="list-style-type: none"> • Is the student meeting grade-level reading fluency expectations? • Is the student meeting grade-level comprehension expectations? • Does the student engage in independent reading activities? • Does the student select appropriate text for independent reading? • Does the student read at home every night? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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<p>5.2.10.10: I- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>a. Self-select texts for personal enjoyment, interest, and academic tasks.</p>	<ul style="list-style-type: none"> • Is the student meeting grade-level reading fluency expectations? • Is the student meeting grade-level comprehension expectations? • Does the student engage in independent reading activities? • Does the student select appropriate text for independent reading? • Does the student read at home every night? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML							
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Foundational Skills		Date Met
Phonics and Word Recognition		
5.3.0.3- Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
Fluency		
5.3.0.4- Read with sufficient accuracy and fluency to support comprehension.		
a. Read grade-level text with purpose and understanding.		
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Language Benchmarks (brief list)		
Conventions of Standard English		
5.10.2.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (only e)		
e. Spell grade-appropriate words correctly, consulting references as needed.		
Vocabulary Acquisition and Use		
5.10.4.4- 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.		
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).		
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
5.10.6.6- 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).		

Key Ideas and Details: Literature

Grade 5

Grade 3	Grade 4	Grade 5
Benchmark 1		
Use Quotes when Explaining Text		
Questions and answers demonstrate understanding Answers refer explicitly to text	Explain what the text says... -Explicitly -Through inferences Refer to details and examples	Explain what the text says... -Explicitly -Through inferences Quote accurately
Benchmark 2		
Determine Theme and Summarize Text		
Recount stories from diverse cultures -Fables -Folktales -Myths Determine -Central message -Lesson -Moral Support with key details	Determine theme -Story -Drama -Poem Reflect on details in the text Summarize the text	Determine Theme -Story -Drama -Poem Reflect on details in the text -Character responses -Speaker's reflection Summarize the text
Benchmark 3		
Compare and Contrast Story Elements		
Describe characters -Traits -Motivations -Feelings Explain how characters' actions contribute to sequence of events	Describe in depth -Character -Setting -Event Draw on specific details	Compare and contrast at least two -Characters -Settings -Events Draw on specific details
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 4-5 text complexity band		
Skills		
Reference Text Explicitly Make Inferences Quote Text Accurately Determine Themes	Identify Details Summarize the Text Compare and Contrast	
Instructional Goals		
Quote a text accurately to explain explicit and inferred meaning Summarize a theme in a text with key details Compare and contrast story elements		

Craft and Structure: Literature

Grade 5

Grade 3	Grade 4	Grade 5
Benchmark 4		
Determine Meaning of Words, Phrases, and Figurative Language		
Determine the meaning of words and phrases Distinguish literal from non-literal language	Determine the meaning of words and phrases -Including references to significant characters in myths	Determine the meaning of words and phrases Determine the meaning of figurative language -Metaphors -Similes
Benchmark 5		
Explain Text Structure		
Refer to parts of texts -Story (chapters) -Drama (scenes) -Poem (stanza) Describe how each part builds on earlier sections	Explain major differences between a poem, drama, and prose with reference to structural elements	Explain how the overall structure of a story, drama, or poem fit together. -Story (chapters) -Drama (scenes) -Poem (stanza)
Benchmark 6		
Describe Point of View Influence		
Distinguish points of view -Personal -Narrator -Characters	Compare and contrast the point of view from different stories *Include first- and third-person narrations	Describe how a narrator's or speaker's point of view influences how events are described
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 4-5 text complexity band		
Skills		
Understand Word Meaning Understand Phrase Meaning Understand Figurative Language		Understand Text Structure Distinguish Points of View Understand Point of View Influences
Instructional Goals		
Determine the meaning of figurative language Explain the structure of stories, dramas, and poems Describe how a narrator's or speaker's point of view influences how events are described		

Craft and Structure: Informational

Grade 5

Grade 3	Grade 4	Grade 5
Benchmark 4		
Determine Meaning of Words and Phrases		
Determine word meaning -General academic -Domain-specific Determine phrase meaning	Determine word meaning -General academic -Domain-specific Determine phrase meaning	Determine word meaning -General academic -Domain-specific Determine phrase meaning
*Grade 3 complexity	*Grade 4 complexity	*Grade 5 complexity
Benchmark 5		
Compare and Contrast Text Structure		
Use text features -Captions -Bold print -Indexes -Glossaries -Subheadings Use search tools -Key words -Sidebars -Hyperlinks	Describe the overall structure of events, ideas, concepts or information -Chronology -Comp./contr. -Cause/effect -Sequence -Problem/sol. -Q & A -Description	Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts -Chronology -Comp./contr. -Cause/effect -Sequence -Problem/sol. -Q & A -Description
Benchmark 6		
Analyze Multiple Points of View		
Distinguish personal point of view from the author's	Compare and contrast firsthand and secondhand accounts of the same event or topic *Include topics on Minnesota American Indians	Analyze multiple accounts of the same event or topic *Include topics on various cultures
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 4-5 text complexity band		
Skills		
Understand Word Meaning Understand Meaning of Phrases Understand Text Structure	Compare and Contrast Analyze Multiple Points of View	
Instructional Goals		
Define content area vocabulary Compare and contrast the structure of information across multiple texts Analyze the similarities and differences from multiple points of view		

Key Ideas and Details: Informational

Grade 5

Grade 3	Grade 4	Grade 5
Benchmark 1		
Infer and Quote Text		
Questions and answers demonstrate understanding Answers refer explicitly to text	Explain what the text says... -Explicitly -Through inferences Refer to details and examples	Explain what the text says... -Explicitly -Through inferences Quote accurately
Benchmark 2		
Determine Main Ideas and Summarize Text		
Determine main idea Support with key details	Determine the main idea Support with key details Summarize the text	Determine two or more main ideas Support with key details Summarize the text
Benchmark 3		
Explain Relationship or Interactions		
Describe Relationships -Historical events -Scientific ideas or concepts -Technical procedure steps Use language pertaining to... -Time -Sequence -Cause/effect	Explain historical events, scientific ideas or concepts, and technical procedures *Include what happened and why, based on information in text	Explain the relationships or interactions between multiple... -Individuals -Historical events -Scientific ideas or concepts -Technical procedures *Based on information in text
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 4-5 text complexity band		
Skills		
Reference Text Explicitly Make Inferences Quote Text Accurately Determine Multiple Main Ideas	Identify Key Details Summarize the Text Explain Relationships or Interactions	
Instructional Goals		
Quote a text accurately to support explicit and inferred meaning Summarize multiple main ideas in a text with key details Explain relationships or interactions with specific information from the text		

Integration of Knowledge and Ideas: Literature

Grade 5

Grade 3	Grade 4	Grade 5
Benchmark 7		
Analyze Connection Between Text and Multimedia		
Explain how illustrations contribute to a story -Create mood -Emphasize aspects of a character or setting	Make connections between the text and a visual or oral presentation of the text -Descriptions -Directions	Analyze how visual and multimedia elements contribute to meaning, tone, or beauty of a text. *includes graphic novels and multimedia presentations
Benchmark 8		
<i>(Not Applicable to Literature)</i>		
-	-	-
Benchmark 9		
Compare and Contrast Stories		
Compare and contrast -Themes -Settings -Plots ...written by the same author about the same or similar characters	Compare and contrast similar themes and topics and patterns of events in stories, myths, and traditional literature from across cultures *Include texts on American Indians	Compare and contrast stories in the same genre on their approaches to similar themes and topics
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 4-5 text complexity band		
Skills		
Understand Contribution of Visuals Understand Contribution of Multimedia	Compare and Contrast	
Instructional Goals		
Analyze how visual and multimedia elements contribute to a text Compare and contrast approaches to themes and topics in the same genre		

Integration of Knowledge and Ideas: Informational Grade 5		
Grade 3	Grade 4	Grade 5
Benchmark 7		
Use Both Print and Digital Sources		
Use information gained from illustrations and words to demonstrate understanding of the text	Interpret information presented visually, orally, or quantitatively -Charts -Animations -Diagrams -Time lines -Graphs -Interactive elements Explain how this information contributes to a text	Draw on information from multiple print or digital sources Demonstrate the ability to locate an answer to a question quickly or to solve a problem efficiently
Benchmark 8		
Explain Use of Reasons and Evidence in Text		
Describe the logical connection of information -Comparison -Cause/effect -First/second/third *Sentence and paragraph level	Explain how an author uses reasons and evidence to support particular points in a text	Explain how an author uses reasons and evidence to support particular points in a text Identify which reasons and evidence supports which point(s)
Benchmark 9		
Integrate Information from Multiple Texts		
Compare and contrast -Most important points -Key details *Presented in two texts on the same topic	Integrate information from two texts on the same topic *Use this information to write or speak knowledgeably	Integrate information from several texts on the same topic *Use this information to write or speak knowledgeably
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
Independently read and comprehend at the high end of grades 4-5 text complexity band		
Skills		
Identify Key Details Locate Information Locate Information Sources	Identify Reasons and Evidence Integrate Information	
Instructional Goals		
Locate print and digital sources to find information Explain which reasons and evidence support which points in a text Integrate information from several texts to write or speak knowledgeably		